

2009-2010

English Language Learners (ELLs) Data Base and Program Handbook



English for Speakers of Other Languages (ESOL)

TABLE OF CONTENTS

INTRODUCTION.....	1
ESOL DEFINITIONS.....	3
List of Data Elements Included in this Handbook.....	7
DATA ELEMENTS AND CORRESPONDING PROGRAM NOTES	10
Appendices:	
A. Test Name Table – ELP Assessment Tests	102
B. Test Subject Content Codes for ELP Assessment Tests.....	110
C. Conversion Chart for an Alphabetical Test Score to Numerical Score.....	134
D. FEFP Program Numbers	138
E. 2009-2010 List of Courses Eligible for ESOL Weighted FTE	142
F. Foreign Country Codes and United States Commonwealth and Territories Codes	156
G. English Language Learners Information Format.....	162
H. Web Links to Legal References and Other Reporting Formats	168
I. English Language Learner Information Edits: State Validation Rules.....	172
J. English Language Learner Information Edits: Exception Reports.....	188
K. ESOL Personnel Certification and Inservice Training Requirements.....	192
L. CELLA Score Reporting Record Layout	196
M. Language Codes	208

INTRODUCTION

This handbook combines the Department of Education (DOE) Information Data Base data elements, reporting elements, edits and other information that relate to local record keeping and state reporting of English Language Learners (ELLs) data. It was developed by the Office of Education Information and Accountability Services (EIAS) and the Bureau of Student Achievement through Language Acquisition (SALA). The handbook was designed for use by English for Speakers of Other Languages (ESOL) program staff as well as data processing and Management Information Systems (MIS) personnel in Florida public school districts.

The handbook is organized in two parts. The first part contains selected student data elements with a corresponding page containing information on state edits and program specific notes. The second part contains appendices with other related data base materials and information.

In an effort to provide the most current information and best technical assistance possible, this handbook will be updated periodically. Be alert to e-mail notification explaining revisions, inserts, or additions to this manual.

For further information or questions, contact the SALA office by telephone (850) 245-0417 or via e-mail sala@fldoe.org.

ESOL DEFINITIONS

English Language Learner – a student who:

- a. Was not born in the U.S. and whose native language is other than English; or
- b. Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- c. Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and

Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

LY—The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF—The student is being followed up for a two-year period after having exited from the ESOL program.

LP—The student is in the 3-12 grade, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading and Writing assessment or the student is in K-12 grade, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment.

LZ—The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two-year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of their school career.

ZZ—Not applicable. (Students who responded in the negative to all three required Home Language Survey questions, that is, Non-ELLs, or who answered yes to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services).

ELL Committee – a committee composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents are also invited to attend any committee meetings.

ELL Student Plan – Per Rule 6A-6.0901, FAC, a plan is a written document that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student’s existing plan, Individual Education Plan (IEP), etc. or may be a separate document for a given student or group of students. If the plan covers more than one student, each student will have an individual copy of the plan maintained in the student’s file. The ELL Student Plan must be updated to reflect current services.

Basic Subject Areas – instruction in computer literacy, mathematics, science and social studies.

Basic ESOL – instruction in English/Language Arts, regardless of delivery model approach.

Other Subject Areas – any instruction other than Basic ESOL or Basic subject areas.

English Language Learners: Basis of Entry – A one character code indicating the student’s basis of entry in the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or temporarily placed in a program based on a “Yes” response to Home Language Survey questions b and/or c (T).

English Language Learners: Basis of Exit – one character code indicating the student’s basis of exit from the ESOL program: A, B, C, D, E, F, G, L, R or Z. Codes of B, C, D, E and F are composed of two or more measures (refer to data element). *This change is effective July 1, 2009.*

English Language Learners: Classification Date – the initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.

English Language Learners: Entry Date – the initial date a student enters an ESOL program.

English Language Learners: Exit Date – the initial date a student exits an ESOL program.

English Language Learners: Extension of Instruction – indicates that the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC. Students may receive an additional 4th, 5th or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations.

English Language Learners: Home Language Survey Date – the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC

English Language Learners: Instructional Model – the type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:

- E** Sheltered – English
- S** Sheltered – Core/Basic Subject Areas
- I** Mainstream/Inclusion – English
- C** Mainstream/Inclusion – Core/Basic Subject Areas
- O** Maintenance or Developmental Bilingual Education
- T** Dual Language (Two-way Developmental Bilingual Education)
- Z** Not applicable

English Language Learners: Post Reclassification Dates – each date that a former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student’s first report card, semi-annually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

English Language Learners: Program Participation – what programs the ELL is enrolled in and receiving services. The allowable program codes are:

- E** English for Speakers of Other Languages
- H** Home Language/Bilingual Education
- L** English for Speakers of Other Languages and Home Language/Bilingual Education
- N** Newcomer/New Beginnings Program (Primarily grades 6-12)
- Z** Not applicable

English Language Learners: Reclassification Date – the initial date a former ELL (LF) is reclassified as an ELL (LY).

English Language Learners: Reclassification Exit Date – the date a reclassified ELL exits the ESOL program.

English Language Learners: Reevaluation Date – the most recent date the ELL was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

English Language Learners: Student Plan Date – the date of the most recent development or review of the ELL Plan.

Country of Birth – the country of birth of the student.

Immigrant Student – individuals who: (a) are aged between 3 through 21; (b) were not born in any state, District of Columbia or Puerto Rico and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years. [Note: beginning in 2009-10 the data element Immigrant Student will be used to determine the Immigrant Children and Youth Grant allocation.”]

Immigrant Student Services – the type(s) of Title III, Immigrant Children and Youth funded Instructional and Supplemental Services provided to any Title III, Immigrant Children and Youth participant.

Heritage Language – is a native, home, and/or ancestral language. It may be an indigenous language (e.g., Navajo) or the language of immigrants or migrants (e.g., Spanish or Hungarian in the U.S.). It is a language spoken at home or in a cultural community that is different from the dominant language of the mainstream culture. In the United States, heritage speakers may include ELL or fluent bilingual speakers; they may be newcomers, indigenous peoples, or second or later generations of immigrants.

NCLB – No Child Left Behind (NCLB) Act of 2001, Public Law 107-110.

Primary Language Spoken in Home – the primary language of the parent(s) or guardian(s) of the student.

Test Accommodations

- CELLA - the type of special accommodations, if any, needed by the student when being tested. The accommodations are: Contracted Braille, Large Print or Not Applicable. These codes will be used for Pre-ID labels for Comprehensive English Language Learning Assessment (CELLA) and other statewide assessments.
- FCAT – any of the accommodations for ELL that are listed in the FCATSSS, Reading, Mathematics, and Science Test Administration Manual, for the current year.

DATA ELEMENTS

Element Name	Page Number
Certification/Licensure Status	10
Country of Birth	14
Date Entered United States	16
English Language Learners, PK-12	18
English Language Learners: Basis of Entry	22
English Language Learners: Basis of Exit	26
English Language Learners: Classification Date	30
English Language Learners: Entry Date	32
English Language Learners: Exit Date	34
English Language Learners: Extension of Instruction	36
English Language Learners: Home Language Survey Date	38
English Language Learners: Instructional Model	42
English Language Learners: Post Reclassification Date	46
English Language Learners: Program Participation	48
English Language Learners: Reclassification Date	52
English Language Learners: Reclassification Exit Date	54
English Language Learners: Reevaluation Date	56
English Language Learners: Student Plan Date	58
Federal/State Subject, Area, and Model	60
FEFP Program Number	64
Fund Source	70
Fund Source: NCLB Title III	72
Grade Level	74
Immigrant Student	78
Immigrant Student Services	80
Native Language, Student	82
Primary Language Spoken in the Home	84
Resident Status, State/County	86
Test Accommodations	88
Test Date	90
Test Name	92
Test Score	94
Test Score Type	96
Test Subject Content	98

This page intentionally left blank.

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1996-97 July 1, 1996
--

Element Name: Certification/Licensure/Qualification Status																					
Definition/Domain																					
<p>A code indicating the type of certification, licensure, or qualification status applicable to the teacher's position in the class being reported.</p> <table border="1"> <thead> <tr> <th style="text-align: center;"><u>CODE</u></th> <th style="text-align: center;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td>Instructional staff member holding an adjunct teaching certificate as per s. 1012.57, F.S.</td> </tr> <tr> <td style="text-align: center;">B</td> <td>Substitute teacher.</td> </tr> <tr> <td style="text-align: center;">H</td> <td>Certificated instructional staff member teaching in a core academic subject for which a qualified status has been documented pursuant to a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as per the No Child Left Behind Act and Rule 6A-1.0503, FAC.</td> </tr> <tr> <td style="text-align: center;">I</td> <td>Instructional staff member certified/licensed in the field being taught.</td> </tr> <tr> <td style="text-align: center;">O</td> <td>Certificated instructional staff appointed by the school board to teach out-of-field under Rule 6A-1.0503, FAC.</td> </tr> <tr> <td style="text-align: center;">M</td> <td>Certificated instructional staff member teaching in a field that was the teacher's minor field of study, as per s. 1012.42, F.S.</td> </tr> <tr> <td style="text-align: center;">S</td> <td>Certificated instructional staff members teaching in a field in which the teacher has demonstrated sufficient subject area expertise, as per s. 1012.42, F. S.</td> </tr> <tr> <td style="text-align: center;">N</td> <td>Non-certificated instructional staff member possessing expert skill in or knowledge of a particular subject or talent appointed by the school board under Rule 6A-1.0502, FAC.</td> </tr> <tr> <td style="text-align: center;">V</td> <td>Prekindergarten instructor certified/licensed to teach Voluntary Prekindergarten classes per ss. 1002.63(5), 1002.55(3)(c), and 1002.55(4), F.S.</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	A	Instructional staff member holding an adjunct teaching certificate as per s. 1012.57, F.S.	B	Substitute teacher.	H	Certificated instructional staff member teaching in a core academic subject for which a qualified status has been documented pursuant to a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as per the No Child Left Behind Act and Rule 6A-1.0503, FAC.	I	Instructional staff member certified/licensed in the field being taught.	O	Certificated instructional staff appointed by the school board to teach out-of-field under Rule 6A-1.0503, FAC.	M	Certificated instructional staff member teaching in a field that was the teacher's minor field of study, as per s. 1012.42, F.S.	S	Certificated instructional staff members teaching in a field in which the teacher has demonstrated sufficient subject area expertise, as per s. 1012.42, F. S.	N	Non-certificated instructional staff member possessing expert skill in or knowledge of a particular subject or talent appointed by the school board under Rule 6A-1.0502, FAC.	V	Prekindergarten instructor certified/licensed to teach Voluntary Prekindergarten classes per ss. 1002.63(5), 1002.55(3)(c), and 1002.55(4), F.S.
<u>CODE</u>	<u>DEFINITION</u>																				
A	Instructional staff member holding an adjunct teaching certificate as per s. 1012.57, F.S.																				
B	Substitute teacher.																				
H	Certificated instructional staff member teaching in a core academic subject for which a qualified status has been documented pursuant to a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as per the No Child Left Behind Act and Rule 6A-1.0503, FAC.																				
I	Instructional staff member certified/licensed in the field being taught.																				
O	Certificated instructional staff appointed by the school board to teach out-of-field under Rule 6A-1.0503, FAC.																				
M	Certificated instructional staff member teaching in a field that was the teacher's minor field of study, as per s. 1012.42, F.S.																				
S	Certificated instructional staff members teaching in a field in which the teacher has demonstrated sufficient subject area expertise, as per s. 1012.42, F. S.																				
N	Non-certificated instructional staff member possessing expert skill in or knowledge of a particular subject or talent appointed by the school board under Rule 6A-1.0502, FAC.																				
V	Prekindergarten instructor certified/licensed to teach Voluntary Prekindergarten classes per ss. 1002.63(5), 1002.55(3)(c), and 1002.55(4), F.S.																				
Length:	1																				
Format:	Alphanumeric																				
Compatibility Requirement:	Compatible																				
Use Types:	<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking																				
Data Element Number:	108150																				
Revised:	Grades and Programs Requiring This Data Element: All Programs Grades PK-12 Adult Postsecondary Vocational State Reporting Formats Requiring This Data Element: Teacher Course DB9 15x Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9																				
	Volume 1 Effective: 7/09 Page Number: 23-1																				

ELEMENT NAME: CERTIFICATION/LICENSURE STATUS

State Edit(s)/Reject Rule(s) for This Element:

The Certification/Licensure Status code entered must be I, O, M, S or N. If a valid code is not used the record will be rejected.

Program Specific Notes:

Teachers who are responsible for the English/Language Arts instructions of ELLs (LY) are required to have an ESOL Endorsement/ESOL K-12 Certification in addition to the appropriate base coverage, based on subject area taught.

Teachers who are assigned to teach ELLs English/Language Arts and/or Language Arts through ESOL must be reported as out of field if they do not hold the ESOL Endorsement/ESOL K-12 Certification on their teaching certificate at the time an ELL is assigned to them.

Reporting as out of field, for the purposes of ESOL, is defined as:

- Reported as out of field on the data element Certification/Licensure Status via the Automated Student Information System; and
- Reported to and approved as out of field by the local school board.

Note: See cautionary note located under the **ESOL Weighted FTE Funding** section of this manual.

Question(s) and Answers:

Q. Must an ESE teacher be reported as out of field if he/she is the primary English/Language Arts teacher assigned to teach an ELL?

A. Yes, if the ESE teacher is responsible for the instruction of English/Language Arts for that ELL, the student's IEP indicates English/Language Arts instruction and the teacher does not have an ESOL Endorsement they must be reported out of field.

ELEMENT NAME: CERTIFICATION/LICENSURE STATUS (Continued)

- Q. *Does an ESOL/Language Arts/English teacher continue to be reported as out of field for the six years until the ESOL Endorsement is obtained even though the teacher is not assigned any ELLs?*
- A. No, if the teacher began the ESOL inservice training, was reported as out of field to the school board and via the Automated Student Data base for the first year, but then was not assigned another ELL for the second year or subsequent years, the teacher is no longer reported as out of field in ESOL. However, it is important to note that the teacher is still required to obtain the initial 60 hours of the ESOL inservice. Once a teacher has been reported as out of field that same teacher may not be reported as out of field in other subject areas until the ESOL out of field has been satisfied.

Note: Teachers who are reported as out of field in ESOL only (under this data element and to the school board) DO NOT need to be counted as out of field for the accreditation process or review by the Southern Association of Colleges and Schools (SACS).

State Formats Using This Element:

Teacher Course DB9 15x

The Timelines for Completion of ESOL Training Requirements may be viewed at <http://www.fldoe.org/aala/timeline.asp>.

The English for Speakers of Other Languages (ESOL) Competencies and Skills, 11th Edition may be viewed at <http://www.fldoe.org/asp/ftce/pdf/ftcomp47.pdf>.

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name:	Country of Birth
Definition/Domain	
<p>A two-character code which identifies the country or US Commonwealth/Territory of birth of the student.</p> <p>See Appendices G and Q for countries, United States Commonwealths and Territories.</p>	
Length:	2
Format:	Alphanumeric
Compatibility Requirement:	Compatible
Use Types:	<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input checked="" type="checkbox"/> Migrant Tracking
Data Element Number:	108800
Revised:	Volume I
Effective:	7/09
Page Number:	38-1
Grades and Programs Requiring This Data Element:	All Programs Grades PK-12
State Reporting Formats Requiring This Data Element:	Student Demographic Information DB9 13x
Reported in Survey Periods:	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 9

ELEMENT NAME: COUNTRY OF BIRTH

State Edit(s)/Reject Rule(s) for This Element:

If Grade Level = PK-12, Country of Birth must be a valid code as listed in Appendix G or Appendix Q of the *DOE Data Base Manual*; or Appendix G of this handbook, other than ZZ. If Survey Period Code = 5 and Grade Level = 30 or 31, then Country of Birth may be ZZ. If the code is not a valid code, the record will be rejected.

Program Specific Notes:

This data element is used for collecting and reporting the country of national origin as required by the 1990 League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree. (For more information on the Consent Decree, please visit <http://www.fldoe.org/aala/lulac.asp>.)

Question(s) and Answer(s):

- Q. *What country code do you use for those students born on a U. S. military base in a country other than the U.S.?*
- A. The actual country (do not list as United States) regardless of a student's citizenship or if a military base is located on a U.S. Territory, should be reported. The Country of Birth identifies the actual country of birth of the student.

Note: Schools are prohibited from eliciting, compiling or recording any information regarding a student's immigration status.

- Q. *Is the code of "ZZ" (Other) used for Non-ELLs?*
- A. No, all students, regardless of ELL status, should have a Country of Birth code other than "ZZ" (except for Survey 5). Only special schools (Virtual School) that do not collect this information will be allowed to use "ZZ". See Appendix F in this handbook.

State Formats Using This Element:

Student Demographic Information DB9 13x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2006-07 July 1-2006
--

Element Name: Date Entered United States ➔**ELEMENT DELETED**

Definition/Domain

The month, day, and year on which the student entered the United States (any of the 50 states, excluding U.S. territories and possessions).

This element is required for all students with affirmative responses to the Home Language Survey and who are coded LY, LF, LP or LZ on the element English Language Learners, PK-12

Examples

MMDDYYYY	09182006	Student entered the United States on September 18, 2006.
	00000000	Not applicable. Student is not one for whom this data is required or student did not enter the United States from elsewhere.
	99999999	Date not available. Student entered a Florida public school prior to July 1, 2006.
	88888888	The student's parent/guardian declined to provide this information.

Note: It is recommended that this information be collected via the registration form completed by students when enrolling in a public school for students with affirmative responses to the Home Language Survey or whose country of birth is other than the United States (any of the 50 states). This data element is required for students enrolling July 1, 2006 or after.

Element deleted for 2009-2010

Length: 8	Grades and Programs Requiring This Data Element:
Format: Numeric	English Language Learners and Immigrant Students, Grades PK-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Federal State Indicator Status DB9 22x
Data Element Number: 111274	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9
Revised: 7/1/09	Volume I Effective: 7/09 Page Number: 59-50

ELEMENT NAME: DATE ENTERED UNITED STATES

State Edit(s)/Reject Rules for This Element:

Date Entered United States must be a valid date greater than 7-1-1983 and less than or equal to survey date or Date Entered United States must be 00000000, 88888888 or 99999999.

Program Specific Notes:

This data element is deleted for 2009-2010.

State Formats Using This Element

Federal State Indicator Status DB9 22x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name:	English Language Learners, PK-12
----------------------	---

Definition/Domain

Using the definitions and the codes given below, indicate the status of the student who has been identified as an English Language Learner (ELL) student. An ELL is one who:

Was not born in the U.S. and whose native language is other than English; or

Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or

Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency; and

Who as a result of the above has sufficient difficulty speaking, reading, writing or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

CODE DEFINITION

LY The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

LF The student is being followed up for a two-year period after having exited from the ESOL program.

CONTINUED ON THE NEXT PAGE

Length:	2	Grades and Programs Requiring This Data Element:
Format:	Alphabetic	All Programs Grades PK-12
Compatibility Requirement:	Compatible	
Use Types:		State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report		Student Demographic Information DB9 13x Student Discipline/Referral Action DB9 19x
<input checked="" type="checkbox"/> Local Accountability		
<input checked="" type="checkbox"/> F.A.S.T.E.R.		
<input checked="" type="checkbox"/> Migrant Tracking		
Data Element Number:	144025	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 9
Revised:	Volume I	Effective: 7/09 Page Number: 112-1

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name: English Language Learners, PK-12 (Continued)

Definition/Domain (Continued)

<u>CODE</u>	<u>DEFINITION</u>
-------------	-------------------

- | | |
|----|--|
| LP | The student is in the 3rd-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment. |
| LZ | The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. |
| ZZ | Not applicable |

NOTE: Code LN has been removed effective July 1, 2007. Students previously reported as LN must be reported under another approved code, as appropriate. The decision regarding the appropriate code should be based on whether or not the student is receiving instruction to meet his/her unique needs, regardless of instructional model/approach, teachers’ certification and program funding.

Revised:

Volume I

Effective: 7/09

Page Number: 112-2

ELEMENT NAME: ENGLISH LANGUAGE LEARNER, PK-12

State Edit(s)/Reject Rule(s) for This Element:

English Language Learner PK-12 code must be LY, LF, LP, LZ or ZZ. If the codes are not valid, the record will be rejected.

Program Specific Notes:

The codes used should identify the current status of the student.

Note: Code LN has been removed as of July 1, 2007. Students previously reported as LN must be reported under another approved code, as appropriate. The decision regarding the appropriate code should be based on whether or not the student is receiving instruction to meet his/her unique needs, regardless of instructional model/approach, teachers' certification and program funding.

Prekindergarten students will be reported as LY based on an affirmative response to the Home Language Survey (HLS). However, the PK students are not tested for English language proficiency, nor is an ELL Format submitted for PK ELLs.

Question(s) and Answer(s):

- Q. When would it be appropriate to use the code "ZZ" for the English Language Learner data element?
- A. A code of "ZZ" would be used for each student who is English proficient as documented by "no" responses to the three Home Language Survey questions and who does not meet the definition of ELL; or for a student who answers "yes" on Home Language Survey and does not score as limited English proficient on the appropriate assessment instrument(s) (based on age/grade).
- Q. What ELL code do you use for an ELL whose ELL: Basis Entry was a "T", was served in the program, and 20 days later tested as fully English proficient?
- A. Once the student is tested as fully English proficient the ELL code should be changed from "LY" to "LF".
- Q. How are PK students coded for ELL purposes?
- A. (a) Any PK student who has an affirmative response to any of the three Home Language Survey questions should be coded LY and be provided linguistically and culturally appropriate services within the PK program.
- (b) Any PK student who has all negative responses to the Home Language Survey should be coded ZZ.
- (c) PK Students who were served in PK as ELL (LY), and when tested in PK scored as full English proficient, should be reported as ZZ.
- (d) PK students who were served in PK as ELL (LY), and when tested in K scored as full English proficient, should be reported as "LF".

ELEMENT NAME: ENGLISH LANGUAGE LEARNER, PK-12 (Continued)

State Formats Using This Element:

Student Demographic Information DB9 13x

Student Discipline/Referral Action DB9 19x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995

Element Name: English Language Learners: Basis of Entry													
Definition/Domain													
<p>A one-character code used to indicate the basis of entry into the English for Speakers of Other Languages (ESOL) program.</p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Aural/Oral</td> </tr> <tr> <td>R</td> <td>Reading and Writing</td> </tr> <tr> <td>L</td> <td>English Language Learners (ELL/LEP) Committee</td> </tr> <tr> <td>T</td> <td>Temporarily placed in a program based on a "Yes" response to the Home Language Survey: (a) Is there a language other than English used in the home?; (b) Did the student have a first language other than English?; (c) Does the student most frequently speak a language other than English?; or (d) both (b) and (c).</td> </tr> <tr> <td>Z</td> <td>Not applicable. Used for Survey 7 only.</td> </tr> </tbody> </table> <p>Note: English Language Learners with an English Language Learners, PK-12 code of LP who are placed in an ESOL program should be reported with a Basis of Entry Code of T.</p>		<u>CODE</u>	<u>DEFINITION</u>	A	Aural/Oral	R	Reading and Writing	L	English Language Learners (ELL/LEP) Committee	T	Temporarily placed in a program based on a "Yes" response to the Home Language Survey: (a) Is there a language other than English used in the home?; (b) Did the student have a first language other than English?; (c) Does the student most frequently speak a language other than English?; or (d) both (b) and (c).	Z	Not applicable. Used for Survey 7 only.
<u>CODE</u>	<u>DEFINITION</u>												
A	Aural/Oral												
R	Reading and Writing												
L	English Language Learners (ELL/LEP) Committee												
T	Temporarily placed in a program based on a "Yes" response to the Home Language Survey: (a) Is there a language other than English used in the home?; (b) Did the student have a first language other than English?; (c) Does the student most frequently speak a language other than English?; or (d) both (b) and (c).												
Z	Not applicable. Used for Survey 7 only.												
Length: 1	Grades and Programs Requiring This Data Element:												
Format: Alphanumeric	English Language Learners Grades KG-12												
Compatibility Requirement: Compatible													
Use Types:	State Reporting Formats Requiring This Data Element:												
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x												
Data Element Number: 144075	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9												
Revised: 7/1/09	Volume I Effective: 7/09 Page Number: 104-1												

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: BASIS OF ENTRY

State Edit(s)/Reject Rule(s) for This Element:

English Language Learners: Basis of Entry code must be A, R, L, T or Z. If the Basis of Entry code is not valid, the record will be rejected.

Program Specific Notes:

The prior procedure requiring Basis of Entry to be the same as Basis of Exit is no longer valid.

Guide for Basis of Entry Codes

Grade Level	Tested or entered via:	Code
K-12	Aural/Oral	A
K-12	ELL/LEP Committee	L
3-12	Scored full English speaker on Aural/Oral; but <or= 32% on Reading/Writing	R
3-12	ELL/LEP Committee	L

Note: Districts now have to abide by =or> 33% to exit an ELL.

The code of Z, Not Applicable, is used for Survey 7 only.

ELLs with an English Language Learners, PK-12 code of LP who are placed in an ESOL program should be reported with a Basis of Entry Code of T.

Question(s) and Answer(s):

- Q. *Must a student who answered “Yes” only to the HLS question, “Is a language other than English spoken in the home?” be placed in the ESOL program pending the required aural/oral assessment?*
- A. No. Effective July 1994 these students no longer have to be placed in the program pending aural/oral assessment.
- Q. *Should the Basis of Entry be updated if the ELL Committee decides a K-2 student, who entered the program through an aural/oral test and now scores full English speaker, should remain in the ESOL program?*
- A. For the purpose of electronically tracking students enrolled in the program, and to have the “backup” as to why the student is still in the program, the Basis of Entry should be changed from “A” to “L”.

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: BASIS OF ENTRY (Continued)

Q. *What Basis of Entry code should be used for former ELLs who are being “reclassified” as ELL?*

A. The Basis of Entry code of “L” will always be used for former ELLs (LF) “re-entering” the program, as the ELL Committee is the only means of reclassifying a former ELL.

State Formats Using This Element:

English Language Learners Information DB9 10x

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995

Element Name: English Language Learners: Basis of Exit																							
Definition/Domain																							
<p>A one-character code used to indicate the basis of exit out of the English for Speakers of Other Languages (ESOL) program. Codes B, C, D, E and F are composed of two or more measures.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 15%;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">A </td> <td>Aural/Oral - only for use with K-2 students exited from an ESOL program prior to July 1, 2009.</td> </tr> <tr> <td style="vertical-align: top;">B </td> <td>CELLA Composite Score and CELLA Reading Score --. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing (see table below). The CELLA Reading score must be on grade level. The second measure must be an academic Reading.assessment on grade level.</td> </tr> <tr> <td></td> <td> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 40%;"><u>Grade Cluster</u></th> <th style="text-align: left;"><u>CELLA English Proficient Composite Scores</u></th> </tr> </thead> <tbody> <tr> <td>K-2</td> <td>2050 and greater</td> </tr> <tr> <td>3-5</td> <td>2150 and greater</td> </tr> <tr> <td>6-8</td> <td>2200 and greater</td> </tr> <tr> <td>9-12</td> <td>2250 and greater</td> </tr> </tbody> </table> </td> </tr> <tr> <td style="vertical-align: top;">C</td> <td>A score at or above the proficient level on a State approved listening and speaking assessment or above the publisher's cut score on an aural and oral assessment. If this measure is used for students in grades 3-12, the second measure shall be an assessment in reading and writing.</td> </tr> <tr> <td style="vertical-align: top;">D</td> <td>A score at or above the 33rd national percentile on the reading comprehension and writing or language usage subtests on a nationally norm referenced test. The second measure shall be a listening and speaking or aural and oral assessment.</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	A	Aural/Oral - only for use with K-2 students exited from an ESOL program prior to July 1, 2009.	B	CELLA Composite Score and CELLA Reading Score --. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing (see table below). The CELLA Reading score must be on grade level. The second measure must be an academic Reading.assessment on grade level.		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 40%;"><u>Grade Cluster</u></th> <th style="text-align: left;"><u>CELLA English Proficient Composite Scores</u></th> </tr> </thead> <tbody> <tr> <td>K-2</td> <td>2050 and greater</td> </tr> <tr> <td>3-5</td> <td>2150 and greater</td> </tr> <tr> <td>6-8</td> <td>2200 and greater</td> </tr> <tr> <td>9-12</td> <td>2250 and greater</td> </tr> </tbody> </table>	<u>Grade Cluster</u>	<u>CELLA English Proficient Composite Scores</u>	K-2	2050 and greater	3-5	2150 and greater	6-8	2200 and greater	9-12	2250 and greater	C	A score at or above the proficient level on a State approved listening and speaking assessment or above the publisher's cut score on an aural and oral assessment. If this measure is used for students in grades 3-12, the second measure shall be an assessment in reading and writing.	D	A score at or above the 33rd national percentile on the reading comprehension and writing or language usage subtests on a nationally norm referenced test. The second measure shall be a listening and speaking or aural and oral assessment.
<u>CODE</u>	<u>DEFINITION</u>																						
A	Aural/Oral - only for use with K-2 students exited from an ESOL program prior to July 1, 2009.																						
B	CELLA Composite Score and CELLA Reading Score --. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing (see table below). The CELLA Reading score must be on grade level. The second measure must be an academic Reading.assessment on grade level.																						
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 40%;"><u>Grade Cluster</u></th> <th style="text-align: left;"><u>CELLA English Proficient Composite Scores</u></th> </tr> </thead> <tbody> <tr> <td>K-2</td> <td>2050 and greater</td> </tr> <tr> <td>3-5</td> <td>2150 and greater</td> </tr> <tr> <td>6-8</td> <td>2200 and greater</td> </tr> <tr> <td>9-12</td> <td>2250 and greater</td> </tr> </tbody> </table>	<u>Grade Cluster</u>	<u>CELLA English Proficient Composite Scores</u>	K-2	2050 and greater	3-5	2150 and greater	6-8	2200 and greater	9-12	2250 and greater												
<u>Grade Cluster</u>	<u>CELLA English Proficient Composite Scores</u>																						
K-2	2050 and greater																						
3-5	2150 and greater																						
6-8	2200 and greater																						
9-12	2250 and greater																						
C	A score at or above the proficient level on a State approved listening and speaking assessment or above the publisher's cut score on an aural and oral assessment. If this measure is used for students in grades 3-12, the second measure shall be an assessment in reading and writing.																						
D	A score at or above the 33rd national percentile on the reading comprehension and writing or language usage subtests on a nationally norm referenced test. The second measure shall be a listening and speaking or aural and oral assessment.																						
Length:	1																						
Format:	Alphanumeric																						
Compatibility Requirement:	Compatible																						
Use Types:	State Reporting Formats Requiring This Data Element:																						
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x																						
Data Element Number:	144080																						
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9																						
Revised: 7/1/09	Volume I Effective: 7/09 Page Number: 105-1																						

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995

Element Name: English Language Learners: Basis of Exit (Continued)			
Definition/Domain			
<u>CODE</u>	<u>DEFINITION</u>		
E	FCAT level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards. The second measure shall be an assessment in listening and speaking or aural and oral, and writing		
F	FCAT level 3 or greater on the Writing+ of the Sunshine State Standards. The second measure shall be an assessment in listening and speaking or aural and oral, and reading---for use only with students exited from an ESOL program prior to July 1, 2008.		
G	District-proposed alternative exit standard as amended into the District's ELL Plan and approved by the Department of Education---for use only with students exited from an ESOL program prior to July 1, 2008.		
L	English Language Learners (ELL) Committee		
R	Reading and Writing---for use only with students exited from an ESOL program prior to July 1, 2008.		
Z	Not Applicable		
<p>NOTE: Report one or two English Language Learners: Basis of Exit codes. Codes B-G requires a second code.</p>			
Revised: 7/1/09	Volume I	Effective: 7/09	Page Number: 105-2

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: BASIS OF EXIT

State Edit(s)/Reject Rule(s) for This Element:

English Language Learners: Basis of Exit code must be A, B, C, D, E, F, G, L, R or Z. If a valid code is not used, the record will be rejected.

Program Specific Notes:

The prior procedure requiring Basis of Exit to be the same as Basis of Entry is no longer valid.

Question(s) and Answer(s):

- Q. *Once a student has entered the ESOL program via the ELL Committee, and has a Basis of Entry of "L", may the student be exited once new test scores for reading/writing (Basis of "R") are available?*
- A. The test scores may be used to refer the student back to the ELL Committee; however, the ELL Committee would have to meet again, and then, if the student is exited, the Basis of Exit would be "L".

Special Note - ESE/ESOL Students: For Entry/Exit codes for an ELL who is also identified and/or served in Exceptional Student Education Programs; if the student is first identified/served as ESE, an IEP meeting with ELL Committee representation must be held prior to testing the ESE student for placement in an ESOL program.

State Formats Using This Element:

English Language Learners Information DB9 10x

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1993-94 July 1, 1993

Element Name: English Language Learners: Classification Date	
Definition/Domain	
<p>The initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment of an ESOL program.</p> <p>MMDDYYYY Classification date Example: 01181991 = January 18, 1991</p> <p>00000000 Zero fill for students not yet classified eligible or ineligible.</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x
Data Element Number: 144095	
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 106-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: CLASSIFICATION DATE

State Edit(s)/Reject Rule(s) for This Element:

English Language Learners: Classification Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

ELLs: Classification Date is the initial date a student, who responded “yes” to the Home Language Survey, is determined eligible or not eligible based on assessment. This element should be used only for students classified as ELL for the first time based on assessment, or for PK students based on affirmative response(s) to the Home Language Survey.

Question(s) and Answer(s):

Q Does the ELLs: Classification Date have to fall into the “180 day” calendar?

A. No. The date should reflect the actual date the procedure in question took place and should be a valid date. (See date reporting format on data element.)

Q Does the ELLs: Classification Date need to be reported for PK students?

A. The date should be maintained for local accountability as it will have to be transmitted to the state, and then reported when the student enters Kindergarten, if the student remains in the program.

Note: The ELLs: Classification date is the same as the date of the Home Language Survey for PK ELLs.

State Formats Using This Element:

English Language Learners Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: English Language Learners: Entry Date	
Definition/Domain	
<p>The initial date a student entered an ESOL program.</p> <p>MMDDYYYY Entry date Example: 01181991 = January 18, 1991</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x
Data Element Number: 144105	
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 107-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: ENTRY DATE

State Edit(s)/Reject Rule(s) for This Element:

English Language Learners: Entry Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

This is the initial date the student actually enters the ESOL program, not the first date he/she entered school.

Question(s) and Answer(s):

Q. Is the ELLs: Entry Date supposed to be the same as the ELLs: Classification Date?

A. The ELLs: Entry Date may be the same as the ELLs: Classification Date. However, there is no requirement in FAC. Rules, in Statute or in the data base edits requiring both of these dates to be the same. In fact, in some cases the Entry Date will occur prior to the Classification Date, such as, when students are identified via the Home Language Survey and the definition of ELL, but the school/district is unable to test on that same date. Upon an affirmative response to questions 2 and/or 3 of the Home Language Survey, Rule 6A-6.0902, FAC., requires the school/district to place the student in the ESOL program in the interim.

State Formats Using This Element:

English Language Learners Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1,1991
--

Element Name: English Language Learners: Exit Date	
Definition/Domain	
<p>The initial date a student exits an ESOL program</p> <p>MMDDYYYY Exit date Example: 01181991 = January 18, 1991</p> <p>00000000 Zero fill if exit has not occurred</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x
Data Element Number: 144115	
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 108-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: EXIT DATE

State Edit(s)/Reject Rule(s) for This Element:

English Language Learners: Exit Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

Question(s) and Answer(s):

Q. If you have an exit date, do you have to have a reclassification date?

A. No. The reclassification date is reserved for former ELLs who are "re-entering" the ESOL program.

Q. Does withdrawal date equal the ELL exit date, even if the student has not been tested out of the ESOL Program? If not what date do you put in for exit date?

A. If the student withdraws from school but has not "tested/exited" out of the ESOL program, the exit date should be zero-filled.

Note: For all ELLs who withdraw from school, special care and attention should be taken by school (and district) personnel to update and transmit the student record through F.A.S.T.E.R., to the receiving school district.

Rapid transfer of records, whether automated or via hard copy, will provide the receiving district with vital data and will avoid unnecessary delays and duplicate testing.

State Formats Using This Element:

English Language Learners Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1993-94 July 1, 1993

Element Name: English Language Learners: Extension of Instruction							
Definition/Domain							
<p>A one-character code used to indicate that a English Language Learner student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Student in need of extension of instruction</td> </tr> <tr> <td>Z</td> <td>Not applicable or no</td> </tr> </tbody> </table> <p>NOTE: The base period of three years is defined as three calendar years from the original date an ELL student enters the ESOL program. Student may receive an additional 4th, 5th, or 6th year of FEFP funded ESOL instruction and services based upon needs as determined from annual evaluations.</p>		<u>CODE</u>	<u>DEFINITION</u>	Y	Student in need of extension of instruction	Z	Not applicable or no
<u>CODE</u>	<u>DEFINITION</u>						
Y	Student in need of extension of instruction						
Z	Not applicable or no						
Length:	1						
Format:	Alphanumeric						
Compatibility Requirement:	Compatible						
Use Types:	State Reporting Formats Requiring This Data Element:						
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x						
Data Element Number:	144125						
Revised:	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9						
	Volume I Effective: 7/09 Page Number: 109-1						

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: EXTENSION OF INSTRUCTION

State Edit(s)/Reject Rule(s) for This Element:

English Language Learners: Extension of Instruction code must be Y or Z. If the English Language Learners: Extension of Instruction code is not Y or Z, the record will be rejected.

Program Specific Notes:

English/Language Arts and/or ESOL instruction, plus math, science, social studies and computer literacy instruction using ESOL and/or Home Language strategies, may be reported for ESOL weighted FTE funding for a base period of three years. Funding may be extended for a 4th, 5th or 6th year, based on annual evaluations from Entry Date. Lack of funding does not relieve the district of the obligation to provide services beyond the six years.

(See the 1990 League of United Latin American Citizens [LULAC] et al. v. State Board of Education Consent Decree, <http://www.fldoe.org/aala/lulac.asp>, and Section 1011.62, F.S.)

The base period of three years is defined as three calendar years from the ORIGINAL DATE an ELL enrolls in **ANY** ESOL program in **ANY** school district within the State of Florida.

Special attention should be given to accurate reporting of entry date to ensure this data may be transmitted via F.A.S.T.E.R. to allow all districts the ability to track the total number of years an ELL has been served.

State Formats Using This Element:

English Language Learners Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: English Language Learners: Home Language Survey Date	
Definition/Domain	
<p>The date that indicates completion of the Home Language Survey in accordance with Rule 6A-6.0902, FAC.</p> <p>MMDDYYYY Home Language Survey date Example: 01181991 = January 18, 1991</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades PK-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Student Demographic Information DB9 13x
Data Element Number: 144135	
Revised:	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 9
	Volume I Effective: 7/09 Page Number: 110-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: HOME LANGUAGE SURVEY DATE

State Edit(s)/Reject Rule(s) for This Element:

If Grade Level = 30 or 31, English Language Learners: Home Language Survey Date may be zero-filled. If Grade Level = PK-12 or 23, English Language Learners: Home Language Survey Date must be a valid date. If the English Language Learners: Home Language Survey Date is not a valid date the records will be rejected.

State Validation Rule: If Grade Level = PK-12 or 23, English Language Learners: Home Language Survey Date must be less than or equal to the survey date unless Survey Period Code = 1 or 4 or Year-Round/Extended School Year FTE Indicator = A. If these elements do not match the district must correct the record.

Program Specific Notes:

The three questions that must be asked on the Home Language Survey (HLS) are:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Questions may be on a separate survey or part of the school registration form.

(See 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree at <http://www.fldoe.org/aala/lulac.asp> and Rule 6A-6.0902, FAC., at <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=5616802&type=1&file=6A-6.0902.doc>.)

The district must further assess all students who answer "Yes" to any of the questions on the HLS. For grades K-12, the aural/oral assessment must be completed within four weeks (20 days) or the school must document the delay and notify the parent/guardian of such delay, in a language the parent/guardian understands, unless clearly not feasible.

As clarified in the Office of Early Learning Memorandum # 06-09 (<http://www.fldoe.org/earlylearning/pdf/06-09.pdf>), the HLS or the assessment for English language proficiency is not required for infants and toddlers (ages birth through three) who are served in Family Literacy Program or for young children served in Head Start Programs who go through the public school enrollment process in order to obtain a Florida student ID for provision of free meals or for later transportation from VPK programs into kindergarten.

**ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: HOME LANGUAGE SURVEY DATE
(Continued)**

Question(s) and Answer(s):

- Q. *For a court adjudicated student, how does the district administer the HLS if they cannot send the survey home to the parent/guardian because the student lives at a state-operated facility?*
- A. Parents are not required to complete the HLS; the student may complete it at the state-operated facility.
- Q. *Are the three HLS questions matched to a specific data element?*
- A. The HLS questions do not appear on any specific data element. However, the date and the results of a Home Language Survey are reported.
- Q. *Must the HLS, as signed by the parent/guardian agree with the date entered in the computer? Many districts run batch programs using the first day of school or the student's first day in district as the date of the HLS. How should this be handled? How important is it that these dates agree?*
- A. The HLS Date is the date the HLS was actually completed by the student or the parent/guardian and should be the date entered into the computer. This date should not be "hard-coded" as it is the first step in the assessment process and is used to determine how long it takes to assess students as ELL or not ELL. The only exception to this is for PK-12 grade students who enrolled during the summer. See next question/answer.
- Q. *How are the dates of the HLS recorded for those PK and Kindergarten students participating in Summer or spring pre-registration or "Round-up" and other 1-12 grade students who enroll during the summer (prior to the first day of school)?*
- A. Only under these circumstances may the HLS be entered as the actual date the student started school. This ensures that the calculations of the districts assessment timelines are not adversely affected.
- Q. *If a student is not new to a Florida public school, but is new to a particular school district, do you have to re-survey the student?*
- A. If the student was surveyed in another Florida public school with the same three HLS questions, the HLS from the previous Florida school district may be used. However, if the survey form with completed questions is not readily available, then the student should be re-surveyed upon entry into the receiving school.

**ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: HOME LANGUAGE SURVEY DATE
(Continued)**

- Q. *All babies of teenage parents are reported as PK, and as such, are those babies to be surveyed?*
- A. Yes, all students in grades PK-12 and grade level 23, reported in membership in Florida public schools are to be surveyed. The HLS should be completed on each baby by the teenage parent or guardian.

Note: It is important to note the difference between PK students reported of teenage parents (Alternative Education Program) and PK students reported for all other programs.

If the PK services are limited to only child care and other social services, such as in the Alternative Education - Teenage Parent Program, then the childcare providers are not required to obtain the required 18 ESOL in-service training points. If however, the PK services are instructional (developmental), the PK instructor is required to obtain the 18 ESOL in-service training points.

State Formats Using This Element:

Student Demographic Information DB9 13

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1992-93 July 1, 1992

Element Name: English Language Learners: Instructional Model																	
Definition/Domain																	
<p>A code that indicates the instructional model/approach used to provide English Language Learners comprehensible instruction.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>CODE</u></th> <th style="text-align: center;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">E</td> <td>Sheltered - English</td> </tr> <tr> <td style="text-align: center;">S</td> <td>Sheltered – Core/Basic Subject Areas</td> </tr> <tr> <td style="text-align: center;">I</td> <td>Mainstream/Inclusion - English</td> </tr> <tr> <td style="text-align: center;">C</td> <td>Mainstream/Inclusion – Core/Basic Subject Areas</td> </tr> <tr> <td style="text-align: center;">O</td> <td>Maintenance and/or Developmental Bilingual Education</td> </tr> <tr> <td style="text-align: center;">T</td> <td>Dual Language (Two-way Developmental Bilingual Education)</td> </tr> <tr> <td style="text-align: center;">Z</td> <td>Not applicable</td> </tr> </tbody> </table> <p>Former codes valid prior to July 1, 2007 are B, D and M.</p>		<u>CODE</u>	<u>DEFINITION</u>	E	Sheltered - English	S	Sheltered – Core/Basic Subject Areas	I	Mainstream/Inclusion - English	C	Mainstream/Inclusion – Core/Basic Subject Areas	O	Maintenance and/or Developmental Bilingual Education	T	Dual Language (Two-way Developmental Bilingual Education)	Z	Not applicable
<u>CODE</u>	<u>DEFINITION</u>																
E	Sheltered - English																
S	Sheltered – Core/Basic Subject Areas																
I	Mainstream/Inclusion - English																
C	Mainstream/Inclusion – Core/Basic Subject Areas																
O	Maintenance and/or Developmental Bilingual Education																
T	Dual Language (Two-way Developmental Bilingual Education)																
Z	Not applicable																
Length: 1	Grades and Programs Requiring This Data Element:																
Format: Alphanumeric	All Programs Grades K-12																
Compatibility Requirement: Compatible																	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	State Reporting Formats Requiring This Data Element:																
	Student Course Schedule DB9 14x																
Data Element Number: 144145	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9																
Revised:	Volume I Effective: 7/09 Page Number: 111-1																

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: INSTRUCTIONAL MODEL

State Edit(s)/Reject Rule(s) for This Element:

Starting July 1, 2007, English Language Learners: Instructional Model must be E, S, I, C, O, T or Z. If the English Language Learners: Instructional Model is not E, S, I, C, O, T or Z, the records will be rejected.

Program Specific Notes:

It is important that schools and teachers note the difference between ESOL as a model and ESOL as a course. As required in law and rule, eligible ELLs should receive ESOL instruction (course) or Language Arts/English using ESOL models and ESOL or Home Language instruction in math, science, social studies and computer literacy.

The courses (listed in the Course Code Directory, <http://www.fldoe.org/articulation/CCD/0809.asp>) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs.

The following chart describes the instructional model codes that should be used, based on the ELL code of the student.

ELL Status Code	Instructional Model and Courses
LF	Z
LZ	Z
LY or LP	E Sheltered – English
LY or LP	S Sheltered – Core/Basic Subject Areas
LY or LP	I Mainstream/Inclusion – English
LY or LP	C Mainstream/Inclusion – Core/Basic Subject Areas
LY or LP	O Maintenance and/or Developmental Bilingual Education
LY or LP	T Dual Language (Two-Way Developmental Bilingual Education)
LP	Z If not in ESOL Program. If in ESOL Program then E, S, I, C, O, or T whichever applies (see LY notes)
ZZ	Z

Note: Instructional model codes for LY students MUST be provided for each course the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement.

Former codes valid prior to July 1, 2007, are B, D and M. The instructional strategy codes reported on the Course Flag data element are only valid for records submitted prior to July 1, 2007.

This data element was developed to capture the data on the type of instructional model/approach used to provide comprehensible instruction to ELLs, regardless of the course or courses the students are enrolled in. The differentiating factor between the various models is tied to the approach and the language of instruction, not the course itself.

Example #1:

District uses the Sheltered – English and the Sheltered – Core/Basic Subject Areas. Coding for courses would be as follows: Any ESOL, English, language arts and reading course would be coded with the code of “E”, and any mathematics, science, social studies and computer literacy course the ELL would be enrolled in would be coded with the code of “S.”

Example #2:

District uses Sheltered – English, and Mainstream/Inclusion – Core/Basic Subject Areas. Coding for courses would be as follows: Any ESOL, English, language arts and reading course would be coded with the code of “E”, any mathematics, science, social studies and computer literacy course the ELL would be enrolled in would be coded with the code of “C.”

Example #3:

Elementary school in the district has implemented a dual language program: where all students, regardless of their ELL status are taught all subject areas in English and another language. All instructional minutes or courses, regardless of the course number (i.e. Graded Self-Contained or subject area) would be reported with a code of “T”.

It is important to note that this data element is tied to the student and what instruction is being provided to the student. As you know, the instructional models/approaches implemented at the various schools within a district may vary and therefore, the codes used by individual schools may vary greatly also. Unless all schools in the district are implementing the same models for all students, data entry may not be automated.

State Formats Using This Element:

Student Course Schedule DB9 14x

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: English Language Learners: Post Reclassification Dates

Definition/Domain

Each date that the former ELL's performance has been reviewed to ensure parity of participation once the student has been classified as English proficient. These reviews shall take place automatically at the student's first report card and semiannually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

<u>CODE</u>	<u>DEFINITION</u>
AMMDDYYYY	First Report Card
BMMDDYYYY	First Semiannual Review
CMMDDYYYY	Second Semiannual Review
DMMDDYYYY	End of the Second Year

Example: A01181991 = First Report Card on January 18, 1991

Length:	9	Grades and Programs Requiring This Data Element:
Format:	Alphanumeric	All Programs Grades K-12
Compatibility Requirement:	Compatible	
Use Types:	<input type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	State Reporting Formats Requiring This Data Element:
Data Element Number:	144155	None
Revised:	Volume I	Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9
	Effective: 7/09	Page Number: 113-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: POST RECLASSIFICATION DATES

State Edit(s)/Reject Rule(s) for This Element:

None. However, this element is used in Local Accountability and District Records Transfer.

Program Specific Notes:

Post reclassification monitoring refers to the dates when the review of former ELLs (LF) must be documented. The performance of all LF students should be reviewed on a periodic/regular basis to ensure that LF students are succeeding and are meaningfully participating in non-ESOL courses. This data element is used to document four specific required reviews.

Post Reclassification Monitoring - a student's performance must be reviewed and documented:

First Report Card: refers to the date of first report card or grading period after the ELL exits the ESOL Program. The most common is the end of the first nine-weeks grading period after exiting.

First Semi-annual Review: refers to the end of the first six months after exiting. Schools may wish to use the second report card, if the school calendar/grading period is by semester; if not then the end of the grading period closest to a six month period.

Second Semi-annual Review: refers to end of the first year after exiting.

End of the Second Year

(See 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree at <http://www.fldoe.org/aala/lulac.asp> and Rule 6A-6.0901, FAC., at <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1066920&type=1&file=6A-6.0901.doc>.)

Once a student, identified as LF, has been through all the required monitoring reviews and has not been reclassified as ELL, the LF code must be changed to LZ.

Question(s) and Answer(s)

Q. Is the recording of these dates the only documentation that must be maintained?

A. No, this data element only records the dates that each of four reviews was conducted. Schools must document in each former ELL's (LF) cum folder that the post-reclassification monitoring was done, what was reviewed and what decisions were made, if any.

State Formats Using This Element:

None.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2007-08 July 1, 2007

Element Name: English Language Learners: Program Participation													
Definition/Domain													
<p>A code that indicates the program in which the English Language Learner is enrolled and is receiving services.</p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>CODE</u></th> <th style="text-align: center;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">E</td> <td>English for Speakers of Other Languages</td> </tr> <tr> <td style="text-align: center;">H</td> <td>Home Language/Bilingual Education</td> </tr> <tr> <td style="text-align: center;">L</td> <td>English for Speakers of Other Languages and Home Language/Bilingual Education</td> </tr> <tr> <td style="text-align: center;">N</td> <td>Newcomer/New Beginnings Program (Primarily in grades 6-12. May be implemented in grades 1-5 based on student needs.)</td> </tr> <tr> <td style="text-align: center;">Z</td> <td>Not applicable</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	E	English for Speakers of Other Languages	H	Home Language/Bilingual Education	L	English for Speakers of Other Languages and Home Language/Bilingual Education	N	Newcomer/New Beginnings Program (Primarily in grades 6-12. May be implemented in grades 1-5 based on student needs.)	Z	Not applicable
<u>CODE</u>	<u>DEFINITION</u>												
E	English for Speakers of Other Languages												
H	Home Language/Bilingual Education												
L	English for Speakers of Other Languages and Home Language/Bilingual Education												
N	Newcomer/New Beginnings Program (Primarily in grades 6-12. May be implemented in grades 1-5 based on student needs.)												
Z	Not applicable												
Length: 1	Grades and Programs Requiring This Data Element:												
Format: Alphanumeric	English Language Learners, Grades KG-12												
Compatibility Requirement: Compatible													
Use Types:	State Reporting Formats Requiring This Data Element:												
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x												
Data Element Number: 116216													
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9												
Revised:	Volume I Effective: 7/09 Page Number: 113-65												

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: PROGRAM PARTICIPATION

State Edit(s)/Reject Rule(s) for This Element:

A one character code that indicates the program in which the ELL is enrolled in and is receiving services.

The English Language Learners: Program Participation code must be E, H, L, N or Z. If the code is not E, H, L, N or Z, the record will be rejected.

Program Specific Notes:

English for Speakers of Other Languages means the teaching of English using the English language as the medium of instruction.

Home Language/Bilingual Education means the teaching of language arts, mathematics, science, social studies and computer literacy using the student's heritage/native language as the medium of instruction.

Newcommer/New Beginnings (generally for grades 6 – 12) means the provision of instruction to secondary students who are recent arrivals and have had interrupted education; instruction in English and core subject areas.

State Formats Using This Element:

English Language Learners Student Information DB9 10x

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Program ¹	Instructional Focus	Grade Level
REQUIRED		
English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible.	Kindergarten – 12 th Grade
OPTIONAL (In addition to ESOL)		
Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Kindergarten – 12 th Grade
Newcomer <i>(Specific equal access provisions are Required with this program)</i>	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 th to 12 th <i>(May be implemented in Grades 1 – 5 based on student needs)</i>

Instructional Model/Approach ²			Academic Content	Language of Instruction	Student Composition
	Model	Program			
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Students classified as English language learners and fluent English-speakers ⁵
4. Mainstream/Inclusion - Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers ⁵
5. Maintenance and/or Developmental Bilingual Education	O	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language [Native language of ELLs enrolled in program]	Only students classified as English language learners
6. Dual Language (Two-way Developmental Bilingual Education)	T	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language ⁴	Students classified as English language learners and fluent English-speakers ⁵

¹ Denotes program approved by FDOE, regardless of instructional model/approach: ESOL is required; other programs may also be delivered, based on student need.

² More than one model/approach may be implemented at any given school.

³ Instruction must be aligned to areas of knowledge, standards, and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication & Information and Media Literacy.

⁴ Language of instruction may or may not be the native language of ELLs.

⁵ Fluent English-speakers includes former ELLs and native English speakers

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: English Language Learners: Reclassification Date	
Definition/Domain	
<p>The initial date a former English Language Learner student is reclassified as an English Language Learner.</p> <p>MMDDYYYY Reclassification date</p> <p>00000000 Zero fill if reclassification has not occurred</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x
Data Element Number: 144165	
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 114-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: RECLASSIFICATION DATE

State Edit(s)/Reject Rule(s) for This Element:

The English Language Learners: Reclassification Date must be numeric and a valid date unless zero-filled. If the English Language Learners: Reclassification Date is not a valid date or not zero-filled, the records will be rejected.

Program Specific Notes:

THIS DATA ELEMENT IS USED **ONLY** FOR STUDENTS WHO HAVE EXITED THE ESOL PROGRAM (IDENTIFIED AS LF) AND ARE RE-ENTERING AN ESOL PROGRAM (NOW IDENTIFIED AS LY).

Question(s) and Answer(s):

- Q. *Do we need to test a student for reclassification or can we go by the report card grades/monitoring data?*
- A. State Board of Education Rules do not specifically require testing of all former ELLs; however, an ELL Committee meeting must take place prior to the placement of the student back into the ESOL program. Therefore, the Basis of Entry, for reclassified former ELLs will always be “L” – ELL Committee.

State Formats Using This Element:

English Language Learners Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1992-93 July 1, 1992

Element Name: English Language Learners: Reclassification Exit Date	
Definition/Domain	
<p>The date a reclassified English Language Learner student exits the ESOL program.</p> <p>MMDDYYYY Reclassification exit date Example: 12021991 = December 2, 1991</p> <p>00000000 Zero fill if the student has not been reclassified or the reclassified student has not exited the ESOL program.</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	State Reporting Formats Requiring This Data Element: English Language Learners Student Information DB9 10x
Data Element Number: 144170	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 115-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: RECLASSIFICATION EXIT DATE

State Edit(s)/Reject Rule(s) for This Element:

If the English Language Learners: Reclassification Exit Date is greater than zero, then the English Language Learners: Reclassification Exit Date must be equal to or greater than the English Language Learners: Reclassification Date.

Program Specific Notes:

This is the date a student who was reclassified as an ELL exits the ESOL program, for the second time.

State Formats Using This Element:

English Language Learners Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name: English Language Learners: Reevaluation Date	
Definition/Domain	
<p>The most recent date the English Language Learner student was reevaluated in order to determine whether the student should continue in or exit the program.</p> <p>MMDDYYYY Reevaluation date Example: 01181991 = January 18, 1991</p> <p>00000000 Zero fill if the reevaluation has not occurred.</p>	
<p>NOTE: This element should be used only for the purpose of recording students reevaluated to continue in the program after the base period of three years.</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x
Data Element Number: 144175	
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 116-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: REEVALUATION DATE

State Edit(s)/Reject Rule(s) for This Element:

English Language Learners: Reevaluation Date must be numeric and a valid date unless zero-filled. If the English Language Learners: Reevaluation Date is not numeric, a valid date or zero-filled, the record will be rejected.

Program Specific Notes:

This data element is **NOT** to be used to record **ANNUAL DIAGNOSTIC** ELL assessment dates; it should only be used for the required reevaluation that occurs at the end of the third, fourth and fifth year the ELL is in the ESOL program.

State Formats Using This Element:

English Language Learners Information DB9 10x.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: English Language Learners: Student Plan Date	
Definition/Domain	
<p>The date of the most recent development or review of the English Language Learner Student Plan.</p> <p>MMDDYYYY The most recent date the English Language Learner Student Plan was developed or reviewed.</p> <p>Example: 01181991 = January 18, 1991</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	English Language Learners Student Information DB9 10x
Data Element Number: 144185	
Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9	
Revised:	Volume I Effective: 7/09 Page Number: 117-1

ELEMENT NAME: ENGLISH LANGUAGE LEARNERS: STUDENT PLAN DATE

State Edit(s)/Reject Rule(s) for This Element:

The English Language Learners: Student Plan Date must be numeric and a valid date unless zero filled.

Program Specific Notes:

Teacher, ELL Committee Chairperson, school ESOL Contact Person or administrator/designee must complete the ELL Student Plan. The ELL Student Plan:

must be in writing and maintained in students cum folder (permanent record, category A).

must be reevaluated after one year and subsequent years thereafter, however, please keep in mind the ELL Student Plan must reflect current services provided to the ELL.

(See 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree at <http://www.fldoe.org/aala/lulac.asp> and Rule 6A-6.0902, FAC., at <https://www.flrules.org/gateway/readFile.asp?sid=0&tid=5616802&type=1&file=6A-6.0902.doc>.)

ELL Student Plan means a written document(s) which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of ELL identification and assessment data used to classify or reclassify as ELL, date of exit and assessment data used to exit student as English proficient. The plan may be included in or attached to an existing student's plan, IEP, etc. or may be a separate document for a given student or students, provided, however if "students", each student will have an individual copy of the plan maintained in the student's file.

Note: The amount of instructional time at the secondary level, for the purpose of the ELL Student Plan, may be documented using the student's course schedule. That is, this information does not have to be rewritten on the ELL Student Plan form; the student course schedule must be stapled to the ELL Student Plan form. However, when a schedule is used, all courses taught using ESOL and/or Home Language strategies must be so indicated on the schedule. In addition, if the ELL is participating in courses that are taught through other programs, such as Alternative Education or Exceptional Student Education, this must also be indicated on the schedule.

Question(s) and Answer(s):

Q. Is the ELLs: Student Plan Date the initial date the plan was developed?

A. The ELLs: Student Plan Date is the date that the most recent plan was developed, as defined by the ELLs: Student Plan Date.

Q. When students go from one grade to the next does the plan date have to be updated?

A. Yes, not only must the ELL student plan itself be updated, but the ELLs: Student Plan Date should reflect the date the plan was updated.

State Formats Using This Element:

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date:
Fiscal Year 1994-95
July 1, 1994

Element Name:	Federal/State Project, Area and Model (Continued)
Definition/Domain	
Notes:	<p>School districts are required to set aside a portion of Title I, Part A funds for services to neglected and homeless students.</p> <p>Submit one Federal/State Compensatory Project Evaluation record for each Project Type that applies to the student.</p> <p>* For Title III Immigrant Children and Youth use 'Z' for the second digit and '14' for the third and fourth digits.</p> <p>** High School Credit Accrual is educational instruction for the purpose of increasing the credits accrued towards graduation (grades 9-12 only).</p>
Revised:	Volume I
Effective:	7/09
Page Number:	140-2

ELEMENT NAME: FEDERAL/STATE PROJECT, AREA AND MODEL

State Edit(s)/Reject Rule(s) for This Element:

The first digit of Federal/State Project, Area and Model must be 1, 2, 5 or 8. The second digit must be in the range 0-9, A or Z. The third and fourth digits must be in the range 00-01 or 08-14. The fifth digit must be zero. –record rejected–

Program Specific Notes:

This element only comes in on Survey 5.

What to Report for Title III Immigrant Children and Youth:

A single record would be **8Z140**

First Digit	8
Second Digit	Z
Third - Fourth Digit	14
Fifth Digit	0

Question(s) and Answer(s):

None.

State Formats Using This Element:

Federal/State Compensatory Project Evaluation DB9 18x

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1989-90 July 1, 1989

Element Name: FEFP Program Number	
Definition/Domain	
<p>The number of the Florida Education Finance Program in which a student earns FTE in a class or section of a course.</p> <p>For Vocational dually enrolled students, report FTE earned under FEFP program number 103 (9-12 basic) ONLY on Student Course Schedule, Surveys 1-4, and NOT on Vocational Student Course Schedule, Survey 5.</p> <p>See Appendix E: FEFP Program Numbers.</p>	
Length: 3	Grades and Programs Requiring This Data Element:
Format: Numeric	All Programs Grades PK-12
Compatibility Requirement: State Standard	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Student Course Schedule DB9 14x Vocational Student Course Schedule DB9 16x McKay Prepayment Verification DB9 61x ←
Data Element Number: 122225	Reported in Survey Periods: → <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
Revised: 7/1/09	Volume I Effective: 7/09 Page Number: 144-1

ELEMENT NAME: FEFP PROGRAM NUMBER**State Edit(s)/Reject Rule(s) for This Element:**

Student Course Schedule - FEFP Program Number must be 101-103, 111-113, 130, 254-255, 300 or 999.

If the FEFP Program Numbers are not valid, the record will be rejected.

See Appendix E of the *DOE Data Base Manual*; or Appendix D of this handbook for FEFP Program Numbers.

Program Specific Notes:

English for Speakers of Other Languages (ESOL) KG-12; FEFP Program Number 130.

Please see Appendix E of this handbook for a list of courses eligible for ESOL weighted FTE from the Course Code Directory 2009-2010 (<http://www.fldoe.org/articulation/CCD/0809.asp>).

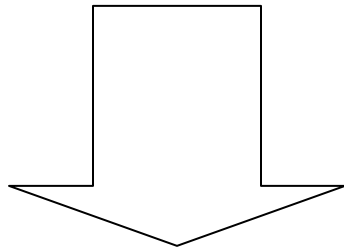
In the courses listed above, student FTE reported for FEFP funding shall comply with Section 1003.56, F.S., the Course Code Directory, the District's ELL Plan and Rules 6A-6.0900 through 6A-6.0909, FAC., (<https://www.flrules.org/Default.asp>). All students who are reported as ELL and under the ESOL FEFP Program Number (130) must be receiving instruction by appropriately qualified personnel using ESOL and/or home language strategies. (Please refer to <http://www.fldoe.org/fefp/> for FTE General Instructions.

State Formats Using This Element:

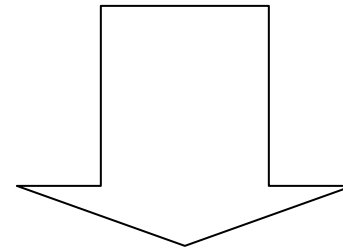
Student Course Schedule DB9 14x
Vocational Student Course Schedule DB9 16x

FTE Audit Issues

S. 1011.62, F.S. An eligible student may be reported for funding in the ESOL program for membership in ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of mathematics, science, social studies, and computer literacy.



Course Code Directory
FEFP Cost Factor (130)
1 – 3 years automatic
3 – 6 years based on annual
assessments



Eligibility: "LY" or "LP"
ELL Student Plan/
Assessment/
Instructional Time
Dated Parental Notification (Written)

Category A Records

ESOL Weighted FTE Funding

Question(s) and Answer(s):

Q. Under which circumstances may ESOL weighted FTE funding be claimed for ELLs?

A. ESOL weighted FTE funding may be claimed for students with an ELL code of 'LY' who are enrolled in ESOL-Elementary, English, English Through ESOL, ESOL electives at the secondary level using ESOL strategies and/or ESOL or Home Language instruction in math, science, social studies and computer literacy. The teachers of these courses must be:

appropriately certified in accordance with the current year's Course Code Directory;

and

in the process of, or completed the required ESOL and/or Home Language inservice training required for basic subject area teachers;

and/or

in the process of, or completed the training/certification requirements of the ESOL Endorsement for Basic ESOL (Language Arts/English), Elementary Education or Exceptional Student Education teachers responsible for the primary language arts experience of ELLs;

or

grandfathered teachers who were granted an ESOL Endorsement,

and

documenting the use of ESOL and/or Home Language strategies.

Note: For further details regarding personnel requirements please see the chart, *ESOL Personnel Training Requirements, Appendix K of this handbook.

Q. Can ESOL weighted FTE funding be claimed for ELLs enrolled in Basic ESOL (Language Arts/English) math, science, social studies and computer literacy classes that are not self-contained?

A. Yes. The delivery of ESOL and/or Home Language instruction via split classes is an appropriate delivery model and ESOL weighted FTE funding may be claimed for eligible ELLs. For details regarding cost, see Financial and Program Cost Accounting and Reporting for Florida Schools (Red book) at <http://www.fldoe.org/fefp/redtoc.asp>.

Q. Can weighted FTE funding be claimed and reported for ELLs served by paraprofessionals or teachers aides?

A. No. FTE may only be reported for the instructional time students spend in an eligible subject area with a certified teacher (the teacher of record). FTE may not be claimed for students served by non-certified personnel.

Q. *Can school districts claim ESOL weighted FTE funding for students enrolled in other subject area classes, such as music, physical education, art, etc., when the teachers have completed the 18 inservice points of required ESOL training?*

A. No. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies and computer literacy.

Q. *Can school districts claim ESOL weighted FTE funding for students in basic subject area classes (computer literacy, math, science and social studies) when the teacher has not completed the 60 hours inservice points of required ESOL training during the mandatory timelines?*

A. No. The only exception is if the teacher was granted a district approved leave of absence.

Q. *If a Basic ESOL teacher (Language Arts/English) is assigned an ELL during the 2006-2007 school year and is reported out of field, but is not assigned an ELL for the 2007-2008 school year, must she/he be reported out of field for the second year?*

A. No. For further details regarding the time lines for the completion of the required ESOL training, please see the ESOL Personnel Training Requirements, Appendix L of this handbook.

Q. *Must all ESOL teachers be reported as “out of field”?* *

A. No. All teachers teaching the primary Language Arts/English to ELLs who do not have the ESOL Endorsement or full certification in ESOL must be reported and approved by the school board as being “out of field” in ESOL **at the time** the ELL is assigned to such a teacher.

Q. *Should Basic Subject Areas Teachers be reported “out of field” in ESOL?* *

A. No. All teachers teaching math, science, social studies and computer literacy to ELLs are **not** required to be reported “out of field” in ESOL or home language, since they are only required to obtain 60 inservice training points, which will not appear on, nor affect their teaching certificate.

***Notes:**

(a) Answers to the last two questions above assume the teachers have the appropriate certification or base coverage for the subject(s) being taught.

(b) Further details and information regarding procedures for reporting FTE may be obtained by referring to FTE General Instructions.

For the most up-to-date requirements regarding “out of field”, refer to district’s current certification policies.

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2006-07 July 1, 2006

Element Name:	Fund Source										
Definition/Domain											
<p>The source of the funds used to support the program in which the student participates.</p> <table border="0"> <thead> <tr> <th align="left"><u>CODE</u></th> <th align="left"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>D</td> <td>Title I, Part D The program is supported, at least in part, by Title I, Part D, Neglected and Delinquent funds.</td> </tr> <tr> <td>E</td> <td>Title III, Part A The supplemental services provided to the student are supported, at least in part, by Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students, No Child Left Behind, funds.</td> </tr> <tr> <td>I</td> <td>IDEA, Part B The early intervening services provided to the student are supported, at least in part, by IDEA, Part B funds. Funds are to be used to develop and implement coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. Districts may use up to 15% of IDEA, Part B funds for this purpose (34 CFR §300.226). This is reported in Survey 5 only.</td> </tr> <tr> <td>Z</td> <td>None of the Above The program does not receive funds from the above fund source.</td> </tr> </tbody> </table> <p>NOTE: Students reported with:</p> <ul style="list-style-type: none"> • D should be reported on the Dropout Prevention Program Data format, • E should be reported on the English Language Learners Information format, • I should be reported on the Federal/State Indicator Status format, and • More than one code should be reported for a student, if applicable, each on the designated format. 		<u>CODE</u>	<u>DEFINITION</u>	D	Title I, Part D The program is supported, at least in part, by Title I, Part D, Neglected and Delinquent funds.	E	Title III, Part A The supplemental services provided to the student are supported, at least in part, by Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students, No Child Left Behind, funds.	I	IDEA, Part B The early intervening services provided to the student are supported, at least in part, by IDEA, Part B funds. Funds are to be used to develop and implement coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. Districts may use up to 15% of IDEA, Part B funds for this purpose (34 CFR §300.226). This is reported in Survey 5 only.	Z	None of the Above The program does not receive funds from the above fund source.
<u>CODE</u>	<u>DEFINITION</u>										
D	Title I, Part D The program is supported, at least in part, by Title I, Part D, Neglected and Delinquent funds.										
E	Title III, Part A The supplemental services provided to the student are supported, at least in part, by Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students, No Child Left Behind, funds.										
I	IDEA, Part B The early intervening services provided to the student are supported, at least in part, by IDEA, Part B funds. Funds are to be used to develop and implement coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. Districts may use up to 15% of IDEA, Part B funds for this purpose (34 CFR §300.226). This is reported in Survey 5 only.										
Z	None of the Above The program does not receive funds from the above fund source.										
Length:	1										
Format:	Alphabetic										
Compatibility Requirement:	Compatible										
Use Types:	Grades and Programs Requiring This Data Element: Dropout Prevention, At-risk and Juvenile Justice Programs; Grades KG-12 English Language Learners Program; Grades PK-12 Early intervening services programs; Grades KG-12										
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	State Reporting Formats Requiring This Data Element: Dropout Prevention Program Data DB9 11x English Language Learners Information DB9 10x Federal/State Indicator Status DB9 22x										
Data Element Number:	123150										
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9										
Revised:	Volume I Effective: 7/09 Page Number: 157-30										

ELEMENT NAME: FUND SOURCE

State Edit(s)/Reject Rules for This Element:

Fund Source code must be E or Z, or the record will be rejected.

Program Specific Notes:

This data is a requirement for NCLB reporting purposes and it is used to measure whether or not services provided to ELLs are funded under Title III.

State Formats Using This Element:

Dropout Prevention and Mentoring Program Evaluation DB9 11x
English Language Learners Information DB9 10x
Federal/State Indicator Status DB9 22x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2007-08 July 1, 2007

Element Name: Fund Source: NCLB Title III									
Definition/Domain									
<p>A one-character code to identify whether a teacher's position or the program a teacher is teaching in is funded under Title III of the No Child Left Behind (NCLB) Act.</p> <table border="1"> <thead> <tr> <th align="center"><u>CODE</u></th> <th align="center"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td align="center">Y</td> <td>The teacher or program receives Title III funds.</td> </tr> <tr> <td align="center">N</td> <td>No Title III funds are used to pay this teacher or fund the program in which the teacher is teaching.</td> </tr> <tr> <td align="center">Z</td> <td>Not applicable. Report code Z for survey periods 1 and 4.</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	Y	The teacher or program receives Title III funds.	N	No Title III funds are used to pay this teacher or fund the program in which the teacher is teaching.	Z	Not applicable. Report code Z for survey periods 1 and 4.
<u>CODE</u>	<u>DEFINITION</u>								
Y	The teacher or program receives Title III funds.								
N	No Title III funds are used to pay this teacher or fund the program in which the teacher is teaching.								
Z	Not applicable. Report code Z for survey periods 1 and 4.								
<p>Note: Title III is a 100% federally funded supplemental program that concentrates on delivering language instruction educational programs to students who have a primary language other than English. This program is designed to improve the education of English Language Learners (ELL) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities for immigrant children and youths.</p> <p>If Title III funds are used in any way to provide supplemental assistance to the <u>teacher</u> or <u>program</u> use code Y.</p> <p>For example:</p> <ul style="list-style-type: none"> • A teacher is NOT funded with Title III funds but textbooks specific to the ELL students and used in this class were purchased using Title III funds; thus a Y code is used. In other words, the program is being supplemented with Title III funds to enhance the instructional opportunities for ELL students. • A teacher teaching ELL students, not paid by Title III and having no supplemental services or materials in the class that were purchased using Title III funds. Use code N. • A school with a specific instructional program model (bilingual, sheltered, two-way) that includes an instructional ELL coach paid with Title III funds who works with the teachers at the site. Use code Y. 									
Length: 1	Grades and Programs Requiring This Data Element:								
Format: Alphanumeric	English Language Learners and Immigrant Students, Grades PK-12								
Compatibility Requirement: Compatible									
Use Types:	State Reporting Formats Requiring This Data Element:								
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Teacher Course DB9 15x								
Data Element Number: 123193	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 9								
Revised: 7/1/09	Volume I Effective: 7/09 Page Number: 157-45								

ELEMENT NAME: FUND SOURCE: NCLB TITLE III

State Edit(s)/Reject Rule(s) for This Element:

A one character code to identify whether a teacher's position or the program a teacher is teaching in is funded under Title III of the No Child Left Behind (NCLB) Act.

The Fund Source: NCLB Title III code must be Y, N or Z. If this code is not Y, N or Z, the record will be rejected.

Program Specific Notes:

Only teachers assigned to eligible ELLs or eligible immigrant students may be funded with Title III funds.

State Formats Using This Element:

Teacher Course DB9 15x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994
--

Element Name:	Grade Level														
Definition/Domain															
<p>The student's current grade level placement or the grade level for which data are being reported:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>CODE</u></th> <th style="text-align: left;"><u>GRADE OR LEVEL</u></th> </tr> </thead> <tbody> <tr> <td>PK</td> <td>Prekindergarten</td> </tr> <tr> <td>KG</td> <td>Kindergarten</td> </tr> <tr> <td>01-12</td> <td>First through twelfth grade</td> </tr> <tr> <td>30</td> <td>Adult, Nonhigh School graduate</td> </tr> <tr> <td>31</td> <td>Adult, High School graduate</td> </tr> </tbody> </table> <p>NOTES: If a student is in an ungraded setting, assign the student to the grade in which he or she would normally be enrolled.</p> <p>Obsolete Grade Level Codes are listed below:</p> <ul style="list-style-type: none"> 13 Postsecondary Vocational Technical, first year (applicable for years prior to 1988-89) 14 Postsecondary Vocational Technical, second year (applicable for years prior to 1988-89) 15 Adult Vocational Technical, Supplemental (applicable for years prior to 1988-89) 16 Preapprenticeship-Vocational Technical (applicable for years prior to 1988-89) 17 Apprenticeship-Vocational Technical (applicable for years prior to 1988-89) 20 Adult General, Elementary (K-8) (applicable for years prior to 1988-89) 21 Adult General, Secondary (9-12) (applicable for years prior to 1988-89) 22 Adult, Community Instructional Services (applicable for years prior to 1987-88) 23 Student eligible for Certificate of Completion at the end of grade 12 who elects to remain in a remedial program for one additional school year. (applicable for years prior to 2005-06) 24 Adult Lifelong Learning (applicable for 1987-88 only) 				<u>CODE</u>	<u>GRADE OR LEVEL</u>	PK	Prekindergarten	KG	Kindergarten	01-12	First through twelfth grade	30	Adult, Nonhigh School graduate	31	Adult, High School graduate
<u>CODE</u>	<u>GRADE OR LEVEL</u>														
PK	Prekindergarten														
KG	Kindergarten														
01-12	First through twelfth grade														
30	Adult, Nonhigh School graduate														
31	Adult, High School graduate														
Length:	2	Grades and Programs Requiring This Data Element:													
Format:	Alphanumeric	All Programs Grades PK-12													
Compatibility Requirement:	State Standard	Workforce Development Education (adult general education and postsecondary vocational education)													
Use Types:		State Reporting Formats Requiring This Data Element:													
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input checked="" type="checkbox"/> Migrant Tracking	→	Student Demographic Information DB9 13x Student Course Schedule DB9 14x Vocational Student Course Schedule DB9 16x <i>Prior School Status/Student Attendance DB9 55x</i> Student Course Transcript Information DB9 39x Student End of Year Status DB9 17x McKay Prepayment Verification DB9 61x	WDIS Adult General Education Student Course Schedule DB9 48x WDIS Student Demographic Information DB9 46x WDIS Student End of Term Status DB9 50x WDIS Vocational Student Course Schedule DB9 47x Student Discipline/Referral Action DB9 19x												
Data Element Number:	124025	Reported in Survey Periods: → <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> G <input checked="" type="checkbox"/> X													
Revised:	7/1/09	Volume I	Effective: 7/09												
		Page Number: 160-1													

ELEMENT NAME: GRADE LEVEL

State Edit(s)/Reject Rule(s) for This Element:

The student’s current grade Level code must be PK, KG, 01-12, 23, 30 or 31. If Grade Level is not one of the valid codes, the record will be rejected. Grade Level is used in many edits (see below).

Program Specific Notes:

There is no formal English language proficiency assessment required for PK students. Once a PK student’s Home Language Survey is completed by the parent/guardian, if there is one or more affirmative response, the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the PK program. If the PK ELL tests proficient at the end of the year, they would then be coded ZZ.

Pre-Kindergarten local data maintenance:

Hard Copy Record	Local Accountability	Data Entry Required
Registration Packet with completed Home Language Survey (HLS) with Affirmative Response(s) to HLS	HLS Date*	Actual date or the first day of school (for PK and Kindergarten students who enroll during the summer.)
	ELL Code*	“LY”
	Basis of Entry	“T”
	Classification Date	Same date as HLS
	Date of Entry	Actual date started in PK Program
	Student Plan Date	Actual date entered PK and services began.

*State reported data elements for PK on the Student Demographic Information Format. (Note: PK ELLs are not reported on the English Language Learners Format)

Based on the responses to the HLS, when an ELL enters KG, they should be assessed within 20 days with the aural/oral assessment.

Upon Entering Kindergarten, an Aural/Oral test is administered and the PK data (which was maintained locally) is updated and reported to the state as follows:

If the student scores ELL:

Data Element	Changes to:
ELL Code	Remains “LY”
Basis of Entry	“A”
ELL Instructional Model	Update as needed
All Test related data elements	Enter updated information to document assessment
Classification Date	Date the student was determined eligible based on assessment
Date of Entry	Actual date started receiving services in the ESOL program in KG.
Student Plan Date	The date of the most recent development or review of the ELL Student Plan

ELEMENT NAME: GRADE LEVEL (Continued)

If the student scores Full English Speaker:

Data Element	Changes to:
ELL Code	"LF"
Post Reclassification Dates	Two-year follow-up monitoring process begins
Date of Exit	Actual date of exit
All Test related data elements	Enter updated information to document assessment

Note: *HLS Date remains the same as PK data.*

Question(s) and Answers:

Q. *What are the reporting requirements for PK ELLs? Do we have to submit the ELL Format for PK ELLs?*

A. Districts are not required to submit an ELL Format for PK students. The only data elements (which are on Student Demographics Format) that need to be reported on PK ELLs are: Date of Home Language Survey (HLS), Country of Birth, the Limited English Proficient code and all other elements that are required of all students.

Q. *Is an ELL Student Plan required for PK ELLs?*

A. The ELL Plan is also not required since it is assumed that all students in a PK/Early Intervention program are receiving developmentally appropriate instruction which addresses the language development and cultural needs of these students. Again, ELL: Student Plan Date is a data element which appears on the ELL Format and therefore is not recorded or reported for PK students.

State Formats Using This Element:

Student Demographic Information DB9 13x

Student Course Schedule DB9 14x

Vocational Student Course Schedule DB9 16x

Prior School Status/Student Attendance DB9 55x

Student Course Transcript Information DB9 39x

Student End of Year Status DB9 17x

WDIS Adult General Education Student Course Schedule DB9 48x

WDIS Student Demographic Information DB9 46x

WDIS Student End of Term Status DB9 50x

WDIS Vocational Student Course Schedule DB9 47x

Student Discipline/Referral Action DB9 19x

This page intentionally left blank.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2006-07 July 1, 2006

Element Name: Immigrant Student									
Definition/Domain									
<p>An indicator of whether or not the student meets the definition of Immigrant Children and Youth pursuant to the No Child Left Behind (NCLB) Act, Title III, Part C, General Provisions, Section 3301(6) at anytime during the school year.</p> <p>The term immigrant children and youth means individuals who:</p> <ul style="list-style-type: none"> (A) are ages 3 through 21;and ➔ (B) were not born in any State, the District of Columbia or Puerto Rico; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years. <table border="0"> <thead> <tr> <th style="text-align: left;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, the student is an immigrant student.</td> </tr> <tr> <td>N</td> <td>No, the student is not an immigrant student.</td> </tr> <tr> <td>Z</td> <td>Not applicable. This code can be used for students in District Number 71 and in School Numbers 3518 and 9997.</td> </tr> </tbody> </table> <p>➔ Note: The children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.</p>		<u>CODE</u>	<u>DEFINITION</u>	Y	Yes, the student is an immigrant student.	N	No, the student is not an immigrant student.	Z	Not applicable. This code can be used for students in District Number 71 and in School Numbers 3518 and 9997.
<u>CODE</u>	<u>DEFINITION</u>								
Y	Yes, the student is an immigrant student.								
N	No, the student is not an immigrant student.								
Z	Not applicable. This code can be used for students in District Number 71 and in School Numbers 3518 and 9997.								
Length: 1	Grades and Programs Requiring This Data Element:								
Format: Alphabetic	All Programs, Grades PK-12								
Compatibility Requirement: Compatible									
Use Types:	State Reporting Formats Requiring This Data Element:								
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Federal/State Indicator Status DB9 22x								
Data Element Number: 131785									
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9								
Revised: 8/6/09	Volume I Effective: 7/09 Page Number: 174-25								

ELEMENT NAME: IMMIGRANT STUDENT

State Edit(s)/Reject Rules for This Element:

Immigrant Student must be code of Y, N or Z. If Immigrant Student is not a valid code, the record will be rejected.

If the Immigrant Student code is Z, then the District Number, Current Enrollment must be 71 and school numbers 3518 and 9997, or the record will be rejected.

Program Specific Notes:

Immigrant student data was previously collected via a web-based reporting format used for determining the number of immigrants for Title III – Immigrant Children and Youth funding. This data element is dealing solely with the definition of immigrant children and youth under NCLB which is based solely on country of birth. The eliciting, requesting or maintaining of information regarding a student's legal immigration status is still prohibited under the Consent Decree.

Starting 2009-2010 this data element will be used to determine immigrant counts and allocations for the Immigrant Grant.

Students born to U.S. military personnel on bases overseas can count as immigrants. (Change in definition received from USDE for 2009-2010.

Foreign exchange students meeting the definition of Immigrant Student also count as immigrants.

It is very important that you do not confuse this with requirements of the Consent Decree. Domicile is still to be used for entry into public schools

State Formats Using This Element:

Federal State Indicator Status DB9 22x.

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2006-07 July 1, 2006

Element Name: Immigrant Student Services	
Definition/Domain	
<p>This data element is used to report the type(s) of Title III, Immigrant Children and Youth funded Instructional and Supplemental Services provided to any Title III, Immigrant Children and Youth participant. Codes consist of one-character fields. Allowable codes are:</p>	
<u>CODE</u>	<u>DEFINITION</u>
Enhanced Instructional Services	
L	Family literacy, parent outreach, training – activities designed to assist parents to become active participants in the education of their children.
S	Salaries of specially trained personnel – support of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
A	Tutorials and mentoring.
C	Academic or career counseling.
M	Identification and acquisition of curricular materials, educational software, and technologies.
Supplemental Education Services Additional Basic Instruction	
D	Classroom Supplies
F	Overhead Costs
B	Construction
R	Acquisition or Rental Space
T	Transportation
O	Other
Z	Not applicable. Not a Title III, Immigrant Children and Youth participant.
Length:	1 Grades and Programs Requiring This Data Element:
Format:	Alphanumeric Immigrant Student Programs, PK-12
Compatibility Requirement:	Compatible
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Federal State Compensatory Project Evaluation DB 9 18x
Data Element Number:	Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 174-35

ELEMENT NAME: IMMIGRANT STUDENT SERVICES

State Edit(s)/Reject Rules for This Element:

These codes are position specific. Please refer to the Federal State Compensatory Project Evaluation for details.

Immigrant Student Services code L must be L or Z.

Immigrant Student Services code S must be S or Z.

Immigrant Student Services code A must be A or Z.

Immigrant Student Services code C must be C or Z.

Immigrant Student Services code M must be M or Z.

Immigrant Student Services code D must be D or Z.

Immigrant Student Services code F must be F or Z.

Immigrant Student Services code B must be B or Z.

Immigrant Student Services code R must be R or Z.

Immigrant Student Services code T must be T or Z.

Immigrant Student Services code O must be O or Z.

If these codes are not valid the record will be rejected.

Program Specific Notes:

This data was previously collected via a web-based reporting format. This information is required for reporting of activities provided to eligible immigrant students as outlined in Title III, Part A of NCLB.

State Formats Using This Element:

Federal State Compensatory Project Evaluation

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: Native Language, Student							
Definition/Domain							
<p>A two-character code which identifies the native language spoken by the students.</p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>CODE</u></th> <th style="text-align: center;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">NN</td> <td>The language code of the student.</td> </tr> <tr> <td style="text-align: center;">ZZ</td> <td>Not applicable (ZZ is not valid for students in grades PK-12.)</td> </tr> </tbody> </table> <p>See Appendix N: Language Codes.</p>		<u>CODE</u>	<u>DEFINITION</u>	NN	The language code of the student.	ZZ	Not applicable (ZZ is not valid for students in grades PK-12.)
<u>CODE</u>	<u>DEFINITION</u>						
NN	The language code of the student.						
ZZ	Not applicable (ZZ is not valid for students in grades PK-12.)						
Length: 2	Grades and Programs Requiring This Data Element:						
Format: Alphanumeric	All Programs Grades PK-12						
Compatibility Requirement: Compatible							
Use Types:	State Reporting Formats Requiring This Data Element:						
<input checked="" type="checkbox"/> State Report <input type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Student Demographic Information DB9 13x						
Data Element Number: 144050							
Revised:	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 9 Volume I Effective: 7/09 Page Number: 207-1						

ELEMENT NAME: NATIVE LANGUAGE, STUDENT

State Edit(s)/Reject Rule(s) for This Element:

Native Language, Student must be a valid language code, containing no blanks. (See the Language Code Table, Appendix N of the *DOE Data Base Manual* or Appendix M of this handbook.) If the Native Language, Student is not a valid language code, the record will be rejected.

If Grade Level is PK-12 or 23, then Native Language, Student must be other than ZZ. If the student is coded ZZ the record will be rejected.

Note: Only special schools (Virtual School) that do not collect this information will be allowed to put ZZ.

Program Specific Notes:

The district must collect and maintain the native language of each PK-12 student, regardless of the ELL code.

(See 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, <http://www.fldoe.org/aala/lulac.asp>.)

Question(s) and Answer(s):

Q. *Is the native language code of "Not Applicable" valid for grades PK-12?*

A. No, all PK-12 grade student records must contain a valid native language code.

Q. *Is it possible that the native language of a student who meets the definition of ELL be English?*

A. Yes, given that this information is provided by the parent/guardian and/or self-reported. In addition, this would be the case for students with at least one parent/guardian being a native speaker of a language other than English and for whom the parent/guardian states that the child's native language is English (e.g. a student born in the Philippines - Father: U.S. born, and Mother: Philippine born).

Q. *How is the "native" language of a student determined?*

A. The "native" language is determined by question 2 of the Home Language Survey: "Did the student have a first language other than English?"

Note: The appendix of language codes (Appendix N, DOE Data Base Manual) was revised and all indigenous languages were grouped together (listing of Indigenous Languages of the Americas Codes and Pacific Island Languages Codes). Special attention should be paid to the revision of the native language codes of those students still in membership for whom the previously used language codes were deleted from the appendix.

State Formats Using This Element:

Student Demographic Information DB9 13x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: Primary Language Spoken In Home	
Definition/Domain	
<p>A two-character code indicating the primary home language of the parent(s) or guardian(s) of the student. Record the code representing the <u>predominant</u> language spoken in the home by the parent(s) or guardian(s).</p> <p>See Appendix N: Language Codes.</p>	
Length: 2	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades PK-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	Student Demographic Information DB9 13x
Data Element Number: 163096	
Revised:	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 9
	Volume I Effective: 7/09 Page Number: 220-1

ELEMENT NAME: PARENT/GUARDIAN PRIMARY HOME LANGUAGE

State Edit(s)/Reject Rule(s) for This Element:

Parent/Guardian Primary Home Language code must be a valid language code as listed in Appendix N of the *DOE Data Base Manual* or Appendix M of this handbook. If the Parent/Guardian Primary Home Language code is not valid the record will be rejected.

Program Specific Notes:

This data is self-reported by the parent/guardian during the registration process. It is possible for the Parent/Guardian Primary Home Language to be different from the Native Language, Student. It is assumed that every Parent/Guardian will have a Primary Home Language. Only special schools (Virtual School) that do not collect this information will be allowed to put ZZ.

State Formats Using This Element:

Student Demographic Information DB9 13x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1988-89 July 1, 1988

Element Name: Resident Status, State/County																							
Definition/Domain																							
<p>A code representing the resident status of the student for purposes of enrollment.</p> <table border="1"> <thead> <tr> <th><u>CODE</u></th> <th><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>0</td> <td>PK-12 Student: Foreign Exchange student enrolled in a Florida public school.</td> </tr> <tr> <td>* A</td> <td>PK-12 Student: Out-of-county resident enrolled in this school district pursuant to an inter-district agreement for students with disabilities as per Rule 6A-6.0311(3), Florida Administrative Code, <i>Eligible Special Programs for Exceptional Students</i>.</td> </tr> <tr> <td>* B</td> <td>PK-12 Student: Out-of-county resident enrolled in this school district under circumstances other than in codes 0, A or 2.</td> </tr> <tr> <td>* 2</td> <td>PK-12 Student: Out-of-state resident enrolled in this school district.</td> </tr> <tr> <td>* 3</td> <td>PK-12 Student: In-county resident.</td> </tr> <tr> <td>4</td> <td>Adult Student: Florida resident.</td> </tr> <tr> <td>5</td> <td>Adult Student: Out-of-state resident.</td> </tr> <tr> <td>6</td> <td>Adult Student: In-state evacuee.</td> </tr> <tr> <td>7</td> <td>Adult Student: Out-of-state evacuee.</td> </tr> <tr> <td>Z</td> <td>Not Applicable—Used only for Survey 6 reporting or if School Number, Current Enrollment is 9995.</td> </tr> </tbody> </table> <p>* NOTE: When providing special education programs through contractual arrangements with nonpublic schools or community facilities, the school district is responsible for “verifying that the student is a resident of the school district...” Rule 6A-6.0361(6)(d), Florida Administrative Code.</p>		<u>CODE</u>	<u>DEFINITION</u>	0	PK-12 Student: Foreign Exchange student enrolled in a Florida public school.	* A	PK-12 Student: Out-of-county resident enrolled in this school district pursuant to an inter-district agreement for students with disabilities as per Rule 6A-6.0311(3), Florida Administrative Code, <i>Eligible Special Programs for Exceptional Students</i>.	* B	PK-12 Student: Out-of-county resident enrolled in this school district under circumstances other than in codes 0, A or 2.	* 2	PK-12 Student: Out-of-state resident enrolled in this school district.	* 3	PK-12 Student: In-county resident.	4	Adult Student: Florida resident.	5	Adult Student: Out-of-state resident.	6	Adult Student: In-state evacuee.	7	Adult Student: Out-of-state evacuee.	Z	Not Applicable—Used only for Survey 6 reporting or if School Number, Current Enrollment is 9995.
<u>CODE</u>	<u>DEFINITION</u>																						
0	PK-12 Student: Foreign Exchange student enrolled in a Florida public school.																						
* A	PK-12 Student: Out-of-county resident enrolled in this school district pursuant to an inter-district agreement for students with disabilities as per Rule 6A-6.0311(3), Florida Administrative Code, <i>Eligible Special Programs for Exceptional Students</i>.																						
* B	PK-12 Student: Out-of-county resident enrolled in this school district under circumstances other than in codes 0, A or 2.																						
* 2	PK-12 Student: Out-of-state resident enrolled in this school district.																						
* 3	PK-12 Student: In-county resident.																						
4	Adult Student: Florida resident.																						
5	Adult Student: Out-of-state resident.																						
6	Adult Student: In-state evacuee.																						
7	Adult Student: Out-of-state evacuee.																						
Z	Not Applicable—Used only for Survey 6 reporting or if School Number, Current Enrollment is 9995.																						
Length: 1	Grades and Programs Requiring This Data Element:																						
Format: Alphanumeric	All Programs Grades PK-12																						
Compatibility Requirement: Compatible	Workforce Development Education (adult general education and postsecondary vocational education)																						
Use Types:	State Reporting Formats Requiring This Data Element:																						
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> District Records Transfer <input type="checkbox"/> Migrant Tracking	Student Demographic Information DB9 13x WDIS Student Demographic Information DB9 46x																						
Data Element Number: 170025	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> G <input checked="" type="checkbox"/> X																						
Revised:	Volume I Effective: 7/09 Page Number: 235-1																						

ELEMENT NAME: RESIDENT STATUS, STATE/COUNTY

State Edit(s)/Reject Rule(s) for This Element:

Resident Status, State/County code must be 0, 1, 2, 3, 4 or 5. If the Resident Status, State/County code is not valid the record will be rejected. If Grade Level is PK-12, then Resident Status, State/County must be in the range 0-3. If Grade Level is 30-31, then Resident Status, State/County must be 4 or 5. If the record does not match these criteria the district must correct it.

Program Specific Notes:

Resident status is determined based on DOMICILE, and is not to be confused with a student's legal immigration status. This data element is to be filled in based on record of domicile only.

Schools cannot elicit, require, maintain or document any information regarding a student's (or his/her parent/guardian's) immigration status.

The code of "O" for Foreign Exchange Students is a self-reported item and is only to be used for those few foreign exchange students who are brought into the school through a Foreign Exchange agency or service.

State Formats Using This Element:

Student Demographic Information DB9 13x
WDIS Student Demographic Information DB9 46x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2007-08 July 1, 2007

Element Name: Test Accommodations													
Definition/Domain													
<p>The type of special accommodations, if any, needed by the student when being tested.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 15%;"><u>CODE</u></th> <th style="text-align: center;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">C</td> <td>Contracted Braille</td> </tr> <tr> <td style="text-align: center;">U</td> <td>Uncontracted Braille</td> </tr> <tr> <td style="text-align: center;">L</td> <td>Large Print</td> </tr> <tr> <td style="text-align: center;">→ P</td> <td>Paper-Based Test in lieu of Computer-Based Test</td> </tr> <tr> <td style="text-align: center;">Z</td> <td>Not Applicable. None of the above test accommodations are needed.</td> </tr> </tbody> </table> <p>Note: This information will be used during the pre-identification process for administration of the Comprehensive English Language Learning Assessment (CELLA) and other statewide assessments.</p>		<u>CODE</u>	<u>DEFINITION</u>	C	Contracted Braille	U	Uncontracted Braille	L	Large Print	→ P	Paper-Based Test in lieu of Computer-Based Test	Z	Not Applicable. None of the above test accommodations are needed.
<u>CODE</u>	<u>DEFINITION</u>												
C	Contracted Braille												
U	Uncontracted Braille												
L	Large Print												
→ P	Paper-Based Test in lieu of Computer-Based Test												
Z	Not Applicable. None of the above test accommodations are needed.												
Length:	1												
Format:	Alphabetic												
Compatibility Requirement:	Compatible												
Use Types:	<p style="text-align: center;">Grades and Programs Requiring This Data Element:</p> <p style="text-align: center;">Grades KG-12</p> <p style="text-align: center;">English Language Learners, Exceptional Student Education, Section 504</p>												
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R. <input type="checkbox"/> Migrant Tracking	<p style="text-align: center;">State Reporting Formats Requiring This Data Element:</p> <p style="text-align: center;">Federal/State Indicator Status DB9 22x</p>												
Data Element Number:	176375												
	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9												
Revised: 7/1/09	Volume I Effective: 7/09 Page Number: 271-100												

ELEMENT NAME: TEST ACCOMMODATIONS**State Edit(s)/Reject Rule(s) for This Element:**

A one character code that indicates the type of special accommodations, if any, needed by the student when being tested.

The Test Accommodation code must be C, U, L, P or Z. If the code is not C, U, L, P or Z, the record will be rejected.

Program Specific Notes:

This information will be used during the pre-identification process for administration of the Comprehensive English Learning Assessment (CELLA) and other statewide assessments.

State Formats Using This Element:

Federal/State indicator Status DB9 22x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1-1994
--

Element Name:	Test Date
Definition/Domain	
<p>The month, day, and year in which the student was tested for each test administration during the school year.</p> <p>This data element is used to record the test date for various tests taken by a student including, for example, pretest and posttest dates for the Basic Achievement Skills Inventory (BASI) used in Department of Juvenile Justice schools, English language proficiency assessment, assessment of students in reading intervention programs and assessment of KG-02 students in Supplemental Educational Services programs.</p> <p align="center">MMDDYYYY Example: 09182006 Test taken on September 18, 2006</p> <p align="center">Example: 00000000 Test not taken</p> <p>NOTE: Test Dates reported on the English Language Learners Information record may be in a school year(s) other than the one in which the record is being submitted.</p>	
Length:	8
Format:	Alphanumeric
Compatibility Requirement:	Compatible
Use Types:	<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input checked="" type="checkbox"/> Migrant Tracking
Data Element Number:	176425
Reported in Survey Periods:	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 272-1

ELEMENT NAME: TEST DATE (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element:

Test Date must be numeric and a valid date unless zero-filled. If Test Date is not numeric or not zero-filled, the record will be rejected. If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not the record will be rejected. If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type (first occurrence) must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not the record will be rejected. If Test Date is greater than zero, then Test Score Type must be a valid code other than ZZ. If not the record will be rejected. If Test Date is greater than zero, then Test Subject Content must be a valid code. If not the record will be rejected.

Program Specific Notes:

This refers to the most recent date the test was administered which determined the student as ELL, or that was used to exit the ELL for Surveys 2, 3 and 5.

Question(s) and Answer(s):

- Q. If you have an ELL currently in an ESOL program, do you send test information if it is not in the current year; i.e., the student was tested in the prior year?*
- A. The submission of the ELL record should reflect all the test information regarding entry and/or exit, regardless if either occurred in the past.

State Formats Using This Element:

English Language Learners Information DB9 10x
Department of Juvenile Justice Student Entry Assessment DB9 53x
Department of Juvenile Justice Student Exit Assessment DB9 54x

ELEMENT NAME: TEST NAME (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element:

The Test Name (all occurrences) must be a valid code. Valid Test Name codes are specified in Appendix I of the *DOE Data Base Manual*; or Appendix A of this handbook.

If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not the record will be rejected.

If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not, the record will be rejected.

Program Specific Notes:

All aural/oral tests used to determine listening/speaking of all potential ELLs must be approved by FDOE. See Appendix A of this handbook for the Test Name Table.

Question(s) and Answer(s):

Q. *The district was using a test that was not on the Test Name Table, how do they code it?*

A. You may not use a test that is not on the Test Name Table, see *DOE Data Base Manual*, Appendix I; or see Appendix A of this handbook for the Test Name Table. Beginning 2009-10, district developed tests are no longer valid for ELL entry/exit.

Note: While the reading and writing tests do not have to be approved by the Department of Education, these tests must be norm-referenced instruments. The scores must be reported as national percentile scores. For tests that are norm referenced but use raw scores or scale scores, a Norming Comparison Scale to the 2nd percentile or higher depending on District ELL Plan must be used to equate scores for each test sub-part of reading (or reading comprehension) and writing (language usage of total language).

For the purpose of using IRW or LRW, the raw scores provided by these tests may only be used and reported using publisher's national percentile converted score for each test sub-part.

The Woodcock Munoz-Normative Update (R, W) – code of WNU has been added to the Test Name Table. This is to be used for entry/exit only.

Please see Appendix I of this handbook for the revised list of FDOE approved aural/oral tests.

State Formats Using This Element:

English Language Learners Information DB9 10x
D-J-J-Student Entry Assessment DB9 53x
D-J-J-Student Exit Assessment DB9 54x

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name:	Test Score		
Definition/Domain			
<p>The score achieved on a specific test.</p> <p>If Test Score type is PF (Pass/Fail), use 0001 for P (Pass) and 0002 for F (Fail) when reporting to the Department of Education.</p> <p>Note: Test scores submitted to the Department of Education's Student Data Base must be numeric. Alphanumeric scores may be used locally and in FASTER records transmissions. Alphabetic scores must be right justified with remaining fields blank-filled. Numeric test scores must be right justified with leading zeroes.</p>			
Length:	4	Grades and Programs Requiring This Data Element:	
Format:	Alphanumeric	All Programs Grades PK-12	
Compatibility Requirement:	Compatible	Adult Basic Skills	Adult Secondary Education
		Adult Postsecondary Vocational	
Use Types:		State Reporting Formats Requiring This Data Element:	
<input checked="" type="checkbox"/> State Report		English Language Learner Student Information DB9 10x	
<input checked="" type="checkbox"/> Local Accountability		Department of Juvenile Justice Student Entry Assessment DB9 53x	
<input checked="" type="checkbox"/> F.A.S.T.E.R.		Department of Juvenile Justice Student Exit Assessment DB9 54x	
<input checked="" type="checkbox"/> Migrant Tracking		Student Assessment DB9 59x	
Data Element Number:	177225	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9	
Revised:	Volume I	Effective: 7/09	Page Number: 276-1

ELEMENT NAME: TEST SCORE (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element:

Test Score must be numeric and right justified with leading zeros. If Test Score is not numeric right justified with leading zeros the record will be rejected.

If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not, the record will be rejected.

If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type (first occurrence) must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not the record will be rejected.

Program Specific Notes:

Reading/Writing - Students in grades 3 and above who score fully English proficient on the Aural/Oral and score at or below the 32nd percentile on the reading and writing sub-parts of a norm referenced test are eligible for an ESOL program. Assessment of reading and writing test must be completed within one year; for transfers, information completed one year prior can be used.

If the Test Score is zero, enter zeros in this field.

ELLs in grades K-12 who score limited English proficient on an aural/oral test as indicated by publishers' cut-off scores, are eligible for and should be provided appropriate services. All numeric test scores should be reported as indicated by the test publisher. Please use the conversion chart in Appendix C of this handbook for all alphabetical scores.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the raw scores (RS) must be converted to national percentiles (NP) for each test sub-part before reporting. IF NO CONVERSION IS AVAILABLE, THE USE OF THESE TESTS MUST BE DISCONTINUED.

Question(s) and Answer(s):

Q. Do test scores for students beyond the three year base need to be updated annually and submitted to the DOE?

A. No. The original date of the test and the test scores for the test that proved eligibility and placement should be maintained and submitted to DOE at each reporting period.

(See Appendix A of this handbook, Conversion Chart to convert the alphabetical language proficiency levels derived from Aural/Oral Language Proficiency Tests with alphabetical scores.)

State Formats Using This Element:

English Language Learners Information DB9 10x
D-J-J-Student Entry Assessment DB9 53x
D-J-J-Student Exit Assessment DB9 54x

ELEMENT NAME: TEST SCORE TYPE (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element:

Test Score Type must be RS, SS, NP or ZZ. If Test Score Type is not RS, SS, NP or ZZ the record will be rejected.

If the Test Date is a valid date, then the Test Name must be a valid code other than ZZZ. If not the record will be rejected.

If Test Date is equal to zero, then Test Name must be ZZZ, the Test Score Type (first occurrence) must be ZZ, the Test Subject Content must be ZZ, and the Test Score must be zero. If not the record will be rejected.

If Test Date (first occurrence) is greater than zero, then Test Score Type (first occurrence) must be a valid code other than ZZ. If not the record will be rejected.

Program Specific Notes:

All numeric test scores should be reported with the appropriate test score type as indicated by the test publisher. For alphabetical test scores, please refer to Appendix C of this handbook for the conversion chart denoting the Test Score Type as Raw Score.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the raw scores (RS) must be converted to national percentiles (NP) for each test sub-part before reporting. IF NO CONVERSION IS AVAILABLE, THE USE OF THESE TESTS MUST BE DISCONTINUED.

State Formats Using This Element:

English Language Learners Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: Test Subject Content	
Definition/Domain	
<p>A two-character code for each subject area of the test.</p> <p>See Appendix L: Test Subject Content Codes.</p>	
Length: 2	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades PK-12
Compatibility Requirement: Compatible	Adult Basic Skills Adult Secondary Education Adult Postsecondary Vocational
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R. <input checked="" type="checkbox"/> Migrant Tracking	State Reporting Formats Requiring This Data Element: English Language Learner Student Information DB9 10x Student Assessment DB9 59x
Data Element Number: 177625	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 9
Revised:	Volume I Effective: 7/09 Page Number: 278-1

ELEMENT NAME: TEST SUBJECT CONTENT (ALL OCCURRENCES)

State Edit(s)/Reject Rule(s) for This Element:

The Test Subject Content Code must be a valid code other than X_ unless ZZ. Valid Test Subject Content Codes are specified in Appendix L of the *DOE Data Base Manual*; or Appendix B of this handbook. If the Test Subject Content code is not a valid code, the record will be rejected.

Program Specific Notes:

For the ELL: Basis of Entry code of R (reading and writing), the writing may be satisfied by a Total Language Score that includes a subtest named writing or Language Mechanics or Mechanics or Written Expression or Language Usage or Language or English.

If the Language Assessment Scales R/W (LRW) or the IDEA Language Proficiency R/W (IRW) tests are used for reading and writing, the following Test Subject Content codes should be used:

30 Language (Total) and 10 Reading.

If the test provides a composite score for both reading and writing, guidance must be sought from the Test Publisher to obtain separate scores, as a reading and writing NP score must be obtained and reported for each 3-12 grade ELL.

The Test Subject Content codes recommended for use with Aural/Oral language proficiency tests are as follows:

- 17 Speaking
- 18 Language Proficiency Level
- 19 Oral

or as recommended by test publisher.

The CELLA Subject Content Codes are retained locally.

Question(s) and Answer(s):

Q. What is the correct test subject content code for the IPT? Is it 18 or 19?

A. The best test subject content code to use for the IPT is 18 (Language Proficiency Level) since 19 is oral only.

State Formats Using This Element:

English Language Learners Information DB9 10x

This page intentionally left blank.

Appendix A

Test Name Table – English Language Proficiency Assessment Tests Only

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX I
TEST NAME TABLE

<u>NAME</u>	<u>CODE</u>
Alternate Assessment Report - valid prior to 2007-08 school year ←	AAR
Academy of Reading	AOR
Adult Basic Learning Examination	ABL
Advanced Placement Test	APT
American College Testing Program	ACT
American College Testing Program, Enhanced	ACE
ACT, Explore	AEX
ACT, PLAN	APL
Armed Services Vocational Aptitude Battery Test	ASV
P-ACT+	PAC
Basic Academic Skills Individual Screener (BASIS)	BAS
Basic Achievement Skills Inventory	BSI
Basic Skills Assessment Program	BES
Bateria Woodcock-Munoz-Revisada L, S, R, W	BWM
Brigance: Comprehensive Inventory of Basic Skills-Revised (CIBS-R)	CIB
California Achievement Test R, W	CAT
Cambridge Advanced International Certificate of Education (AICE)	CAI
College Entrance Exam Board (CEEB) (prior to 05/94)	CEB
College Placement Test	CPT
Comprehensive Assessment Program	CAP
CAP: Achievement Series	ACS
CAP: Developing Cognitive Skills	DCA
CAP: National Achievement Test ↓	NAT
Comprehensive English Language Learning Assessment (CELLA)* L, S, R, W	CEL
Comprehensive Test of Basic Skills (CTBS) R, W	CTB
Comprehensive Test of Phonological Processing	CTP
Curriculum-Based Measurement (CBM) Pilot	CBM
Degrees of Reading Power	DRP
Diagnostic Achievement Battery – 2 (DAB-2)	DAB
Diagnostic Achievement Test for Adolescents, Second Edition	DAA
Diagnostic Assessments of Reading (Riverside)	DAR
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	DIB
Early Childhood Observation System (ECHOS)	ECH
Early Reading Diagnostic Assessment (The Psychological Corporation)	ERD
Early Screening Inventory	ESI
Ekwal-Shanker	EKS
ESL/Adult Literacy Scale	ESL

→ *Note: CELLA forms 1 and 2 are used for the annual assessment. Form 3 is used for program entry at other times of the year

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX I
TEST NAME TABLE

<u>NAME</u>	<u>CODE</u>
Florida Alternate Assessment	FAA
Florida Assessment for Instruction in Reading: MAZE	OMZ
Florida Comprehensive Assessment Test (FCAT) R*	FCA
Florida Competency Test on Personal Fitness	FCP
Florida Oral Reading Fluency	FOR
Florida Reading Assessment	FRA
Florida Writing Assessment Program	WAP
Gates-MacGinite Reading Test R	GRT
Grade Ten Assessment Test	GTA
Gray Oral Reading Test (GORT-3)	GOR
Group Mathematics Assessment and Diagnostic Evaluation	GMD
Group Reading and Diagnostic Evaluation	GRD
Group Reading Assessment and Diagnostic Evaluation	GRE
Hammill Multiability Achievement Test	HMA
High School Competency Test (HSCT)	HSC
Idea: Reading and Writing R, W	IRW
International Baccalaureate	INB
International Baccalaureate Program	IBP
Iowa Test of Basic Skills (ITBS) R, W	ITB
Johns Informal Reading Inventory	JIR
Kaufman Test of Educational Achievement (KTEA) R, W	KEA
KeyMath Revised	KMR
Language Assessment Scales: Reading and Writing Test R, W	LRW
Lexia	LEX
Mather-Woodcock Group Writing Test	GWE
MAZE Procedure	MAZ
Metropolitan Readiness Test	MRT
Metropolitan Achievement Test (MAT) R, W	MTS
Mini-Battery of Achievement R, W	MBA
Minnesota Essentials Test	MET
National Test of Basic Skills R, W	NTB
New Century Education	NCE
Oral and Written Language Scales (OWLS)	OWL
Peabody Individual Achievement Test-Revised (PIAT-R)	PIA

→ R* - Effective 7-01-08 for the 2008-09 school year and beyond, STA and NRT are no longer approved for entry/exit assessment for English language learners (ELLs). Prior to 7-01-08 for ELLs only, the NRT reading portion of FCAT may be used (i.e., the Stanford 10). The code FCA may be used to report the scores previously reported using the Stanford Achievement Test (STA). If districts are using an abbreviated form of the Stanford Achievement Test to assess ELLs for reading/writing, then the Stanford Achievement Test with code STA must be used to report these scores

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX I
TEST NAME TABLE

<u>NAME</u>	<u>CODE</u>
PLATO	PLT
Preliminary Scholastic Aptitude Test (PSAT)	PSA
Qualitative Reading Inventory	QRI
Ready for School	RFS
San Diego Quick Assessment	SQA
Scholastic Assessment Test (prior to 03/94)	SAT
Scholastic Assessment Test I: Reasoning Tests (03/94 forward)	SA1
Scholastic Assessment Test II: Subject Tests (05/94 forward) (CEEB ACH-SAT II)	SA2
Scholastic Assessment Test (2005 forward)	SA3
Scholastic Reading Inventory (SRI)	SRI
Science Research Associates Achievement Test	SRA
Slosson Oral Reading Test-Revised (SORT-R)	SOR
Stanford Achievement Test R*, W	STA
Stanford Early School Achievement Test	SES
Stanford Diagnostic Math Test	STM
Stanford Diagnostic Reading Test	STR
Stanford Test of Academic Skills	STS
STAR	SAR
State Student Assessment Test-I (SSAT-I)	SS1
State Student Assessment Test-II (SSAT-II)	SS2
Successmaker	SUC
TerraNova R, W	TER
Test of Academic Proficiency	TAP
Test of Adult Basic Education	TAB
Test of English as a Foreign Language (TOE)	TOE
Test of Mathematical Abilities, 2 nd Edition (TOMA-2)	TEM
Test of Reading Comprehension, 3 rd Edition (TORC-3)	TOR
Test of Silent Word Reading Fluency	TSF
Test of Word Reading Efficiency	TRE
Test of Written Expression (TOWE)	TWE
Test of Written Language-3 (TOWL-3)	TWL
Wechsler Individual Achievement Test (WIAT)	WIA
Wide Range Achievement Test-3 (WRAT-3)	RAT
Woodcock Diagnostic Reading Battery R	WDR
Woodcock Johnson Tests of Achievement-Revised or 3 rd Edition (WJ-R or WJ-3)	WJA
Woodcock Language Proficiency Battery, Revised L, S, R, W	WBR
Woodcock Munoz – Normative Update R, W	WMU
Woodcock Reading Mastery Test-Revised R	WRM
Work Sampling System	WSS

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX I
TEST NAME TABLE

Reserved for Local District Use (L, S, R, W for FSDB) ←
Not Applicable

X__
ZZZ

Tests Used to Determine Aural/Oral Language Proficiency of LEP Students

<u>NAME</u>	<u>CODE</u>
Bahia Oral Language Test L, S	BOL
Balado Bilingual Test of Listening L, S	BLC
Basic Inventory of Natural Language L, S	BIN
Bilingual Syntax Measure I and II L, S	BSM
Bilingual Verbal Ability Test L, S	BVA
Comprehensive Adult Student Assessment System (CASAS) L, S	CAS
Crane Oral Dominance Test Comprehension L, S	COD
Dade County Oral Language Proficiency Scale L, S	DLD
Idea Oral Language Proficiency Test L, S	IPT
Language Assessment Battery L, S, R, W	LAB
Language Assessment Scales L, S	LAS
Maculaitis Assessment Program L, S, R, W	MAC
Michigan Oral Language Proficiency L, S	MLP
Oral Language Evaluation L, S	OLE
Peabody Vocabulary Test L, S	PVT
Secondary Level English Proficiency Test L, S, R, W	SLP
Test of Language Development L, S, R, W	TLD
Woodcock - Munoz Language Survey L, S, R, W	WM

NOTE: Appropriate tests for reporting LEP data are indicted as: L-listening; S-speaking, R-reading and W-writing, C-comprehension, V-vocabulary.

Other Evaluation Instruments

<u>NAME</u>	<u>CODE</u>
Developmental Reading Assessment	DRA
Fluent Reader	FRD
Harcourt StoryTown Benchmark Assessments	HBA
Jamestown Reading Navigator	JRN
Literacy First	LIT
On the Mark	OTM
Running Records	RUN

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date:
Fiscal Year 1994-95
July 1, 1994

APPENDIX I
TEST NAME TABLE

<u>NAME</u>	<u>CODE</u>
Reading Fluency/Reader's Record	RFR
USA Today – Total Reader	USA
Voyager Passport	VPP
Voyager Passport Journeys	VPJ

This page intentionally left blank.

Appendix B

Test Subject Content Codes for English Language Proficiency Assessment Tests Only

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L
TEST SUBJECT CONTENT CODES

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Generic Tests		
01	Total Battery	TOTBAT
02	Basic Battery	BASICBAT
05	Reading and Writing R, W	READWRIT
06	Communications (Total)	COMM (T)
07	Word Attack	WDATTACK
08	Basic Skills Total	BASICSKL
09	Reading R	READING
10	Reading (Total) R	READ (T)
11	Reading Comprehension R	COMPREHE
3L	Word Recognition Skills	WORDREC
12	Vocabulary	VOCAB
13	Word/Phonic Attack/Analysis	WORD
14	Listening (Total) L	LISTEN/T
4L	Listening Comprehension L	LISTCOMP
2L	Listening Vocabulary	LISTVOC
15	Prereading (Total)	PRERD (T)
16	Structural Analysis	STRUC/AN
17	*Speaking S	SPEAKING
18	*Language Proficiency Level L, S	LP/LEVEL
19	*Oral L	ORAL
20	Mathematics (Total)	MATH (T)
21	Computation	COMPUTAT
22	Problem Solving/Applications	PROB/SLV
23	Concepts/Number System and Numeration	CONCEPTS
24	Geometry and Measurement	GEOMETRY
25	Mathematics Readiness	MATH/REA
30	Language (Total) R, W	LANGUAGE
31	Spelling	SPELLING
32	Capitalization	CAPITALI
33	Punctuation	PUNCTUAT
34	Capitalization and Punctuation/Mechanics	CAP/MECH
35	Usage/Expression	USAGE/EX
36	Written Expression W	WRITTEN
37	Grammar	GRAMMAR
40	Study/Research/Reference Skills/Using Information	STUDY/RE
41	Study Skills	STUDYSKL
42	Reference Skills	REFSKILL
43	Visual Materials	VISMATRL
44	Thinking Skills	THINKSKL

***NOTE:** These codes should be used only with Aural/Oral Language Proficiency tests to determine Limited English Proficiency.

NOTE: Appropriate test subject content codes for reporting LEP data are indicated as L-listening; S-speaking; R- reading; W-writing.

Revised: Volume I Effective: 7/09 Page Number: L-1

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Generic Tests (Continued)		
50	Science	SCIENCE
60	Social Studies/Environment	SS/ENVIR
61	Social Science	SOCSCIEN
O1	Oral Reading Fluency	ORALREAD
X_	Reserved for Local Use (locally defined tests)	XXXXXXXX
ZZ	Not Applicable	NOTAPPL
Specific Tests		
ESL: ESL/Adult Literacy Scale		
A1	Advanced Listening	ESL AL
A2	Advanced Grammar	ESL AG
A3	Advanced Life Skills	ESL ALS
A4	Advanced Reading	ESL AR
A5	Advanced Composition	ESL AC
A6	Advanced Total	ESL AT
I1	Intermediate Listening	ESL IL
I2	Intermediate Grammar	ESL IG
I3	Intermediate Life Skills	ESL ILS
I4	Intermediate Reading	ESL IR
I5	Intermediate Composition	ESL IC
I6	Intermediate Total	ESL IT
B1	Beginning Listening	ESL BL
B2	Beginning Grammar	ESL BG
B3	Beginning Life Skills	ESL BLS
B4	Beginning Reading	ESL BIR
B5	Beginning Composition	ESL BC
B6	Beginning Total	ESL BT
PSAT		
76	Critical Reading	PSAT CR
65	Verbal	PSAT V
66	Math	PSAT M
67	Selection Index	PSAT SI
68	Writing	PSAT W
SAT (prior to 03/94)		
70	Verbal	SAT V
71	Reading Comprehension	SAT RD
72	Vocabulary	SAT VOC
73	Math	SAT M
74	Test of Standard Written English	SAT TSWE
75	Science	SAT SCI

Revised:

Volume I

Effective: 7/09

Page Number: L-2

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
SAT (2005)		
CR	Critical Reading R	SAT VCR
73	Math	SAT M
ES	Essay	SAT ESAY
MU	Multiple Choice	SAT MC
WK	Writing W	SAT WRIT
SAT I		
70	Verbal	SAT V
CR	Critical Reading	SAT VCR
AN	Analogies	SAT ANLG
SC	Sentence Completion	SAT SNCM
73	Math	SAT M
AR	Arithmetic and Algebraic Reasoning	SAT ALGR
GR	Geometric Reasoning	SAT GEOR
CEEB ACH/SAT II		
77	American History and Social Studies	ACH AH
78	Biology	ACH BY
BE	Biology <u>Ecological</u>/Molecular	ACH BEM
BM	Biology <u>Ecological</u>/<u>Molecular</u>	ACH BM
79	Chemistry	ACH CH
CL	Chinese Listening	ACH CL
CR	Chinese Listening: Reading Subscore	ACH CR
CS	Chinese Listening: Listening Subscore	ACH CS
CU	Chinese Listening: Usage Subscore	ACH CU
80	European History and World Cultures	ACH EH
81	English Composition	ACH EN
82	English Composition with Essay	ACH ES
EP	English Language Proficiency Test	ACH ELP
EL	English Language Proficiency Test: Listening	ACH EL
EB	English Language Proficiency Test: Proficiency Rating	ACH EB
ER	English Language Proficiency Test: Reading	ACH ER
83	French	ACH FR
FL	French Listening	ACH FL
FR	French Listening: Reading Subscore	ACH FR
FS	French Listening: Listening Subscore	ACH FS
84	German	ACH GM
GL	German Listening	ACH GL
GR	German Listening: Reading Subscore	ACH GR
GS	German Listening: Listening Subscore	ACH GS
85	Hebrew	ACH HB
MH	Hebrew, Modern	ACH MHB

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
CEEB ACH/SAT II (Continued)		
IT	Italian	ACH IT
JL	Japanese Listening	ACH JL
JR	Japanese Listening: Reading	ACH JR
JS	Japanese Listening: Listening Subscore	ACH JS
JU	Japanese Listening: Usage Subscore	ACH JU
KL	Korean Listening	ACH KL
KR	Korean Listening: Reading Subscore	ACH KLR
KN	Korean Listening: Listening Subscore	ACH KLL
KU	Korean Listening: Usage Subscore	ACH KLU
86	Literature	ACH LR
87	Latin	ACH LT
M1	Math Level Ic	ACHM1C
88	Math Level I	ACH M1
89	Math Level II	ACH M2
MC	Math Level IIc	ACH M2C
90	Physics	ACH PH
91	Spanish	ACH SP
SL	Spanish Listening	ACH SL
SR	Spanish Listening: Reading Subscore	ACH SR
SS	Spanish Listening: Listening Subscore	ACH SS
US	U.S. History	ACH USH
WH	World History	ACH WH
WR	Writing	ACH WR
WC	Writing: Multiple Choice Subscore	ACH WRWC
WE	Writing: Identifying Sentence Errors Subscore	ACH WRSE
WS	Writing: Improving Sentences Subscore	ACH WRIS
WP	Writing: Improving Paragraph Subscore	ACH WRIP
WM	Writing: Writing Sample Subscore	ACH WRWS
CEEB ACH (prior to 05/94)		
77	American History & Social Studies	ACH AH
78	Biology	ACH BY
79	Chemistry	ACH CH
CL	Chinese Listening	ACH CL
80	European History & World Cultures	ACH EH
81	English Composition	ACH EN
82	English Composition with Essay	ACH ES
83	French	ACH FR
FL	French Listening	ACH FL
84	German	ACH GM
85	Hebrew	ACH HB
MH	Modern Hebrew	ACH MHB
IT	Italian	ACH IT

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

CEEB ACH (prior to 05/94) (Continued)

JL	Japanese Listening	ACH JL
86	Literature	ACH LR
87	Latin	ACH LT
88	Math Level I	ACH M1
89	Math Level II	ACH M2
MC	Math Level IIc (Calculator)	ACH M2C
90	Physics	ACH PH
91	Spanish	ACH SP
SL	Spanish Listening	ACH SL

ACT ACE, AEX, P-ACT + and PLAN

92	Reading [ACT, P-ACT + & PLAN] (Effective 10/89)	ACT READ
93	Science Reasoning [ACT, P-ACT + & PLAN] (Effective 10/89)	ACT SCI
94	English [ACT, P-ACT + for Writing Skills & PLAN]	ACT ENG
95	Math [ACT, P-ACT + & PLAN]	ACT MATH
96	Social Studies (Not applicable after 6/89)	ACT SS
97	Natural Science (Not applicable after 6/89)	ACT SCI
98	Composite	ACT COMP
RH	Rhetorical [ACT, Explore, PLAN]	ACT RHET
UM	Usage/Mechanics [ACT, Explore, PLAN]	ACT UMEC
WX	Writing	ACT WRIT
EG	English/Writing	ACT ENWR
ED	Elementary Algebra	ACT ELAG
AG	Algebra/Coordinate Geometry	ACT AGEO
GT	Plane Geometry	ACT PGEO
P1	Pre-Algebra/Algebra	ACT PALG
GM	Geometry	ACT GEOM

NOTE: The P-ACT + test is taken by tenth graders to assist them in preparing for the ACT test.

APT

1A	Art History	APT AH
2M	Art Studio 2D Portfolio	APT AST
3M	Art Studio 3D Portfolio	APT ASP
1B	Art Studio Drawing Portfolio	APT ASD
1C	Art Studio General	APT ASG
1D	Biology	APT BY
2G	Calculus AB Subscore	APT CABS
1E	Calculus AB	APT CLAB
1F	Calculus BC	APT CLBC
1G	Chemistry	APT CH
LC	Chinese Language and Culture	APT CLC
1H	Computer Science A	APT CSA
1I	Computer Science AB	APT CSAB
1J	Economics Macro	APT ECMA

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
APT (Continued)		
1K	Economics Micro	APT ECMI
1L	English Language & Composition	APT ELA
1M	English Literature & Composition	APT ELIT
2H	Environmental Science	APT SCIE
1N	European History	APT EURH
1O	French Language	APT FLAN
1P	French Literature	APT FLIT
1Q	German Language	APT GLAN
2E	German Literature	APT GLIT
1R	Government/Politics: U.S.	APT GPUS
1S	Government & Politics Comparative	APT GPCM
HG	Human Geography	APT HG
2N	Italian Language and Culture	APT ILC
2I	International English Language	APT INEL
JP	Japanese Language and Culture	APT JLC
1T	Latin: Catullue-Horace	APT LCH
2J	Latin Literature	APT LLT
1U	Latin: Vergil	APT LVG
1V	Music Listening & Literature	APT MLL
1W	Music Theory	APT MT
MT	Music Theory Aural	APT MTA
2K	Music Theory Non-Aural	APT MTN
1X	Physics B	APT PB
1Y	Physics C Electricity & Magnetism	APT PCEM
1Z	Physics C Mechanical	APT PCM
2D	Psychology	APT PSY
2A	Spanish Language	APT SLAN
2B	Spanish Literature	APT SLIT
2F	Statistics	APT STA
2C	United States History	APT USH
WI	World History	APT WH
Comprehensive Achievement Test (CAP)		
DCA : Developing Cognitive Abilities		
C1	Verbal	VERBAL
C2	Quantitative	QUANT
C3	Spatial	SPATIAL
C4	Total Ability	DCA (T)
ACS: Achievement Series (ACS/CAP Form A/B)		
10	Reading Total	READ (T)
11	Reading Comprehension	COMPREHE
12	Vocabulary	VOCAB

Revised:

Volume I

Effective: 7/09

Page Number: L-6

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

ACS: Achievement Series (ACS/CAP Form A/B) (Continued)

30	Language Total	LANGUAGE
31	Spelling	SPELLING
34	Capitalization/Punctuation	CAP/MECH
37	Grammar	GRAMMAR
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
23	Math Concepts	CONCEPTS
22	Math Problem Solving	PROB/SLV
08	Basic Skills Total	BASICKL
07	Word Attack	WDATTACK
41	Study Skills	STUDYSKL
50	Science	SCIENCE
60	Social Studies	SS/ENVIR

NAT: National Achievement Test (NAT/CAP Form 3)

10	Reading Total R, W	READ (T)
11	Reading Comprehension R	COMPREHE
12	Vocabulary	VOCAB
30	Language Total W	LANGUAGE
31	Spelling	SPELLING
34	Language Mechanic W	CAP/MECH
35	Language Expression	USAGE/EX
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
22	Problem Solving/Applications	PROB/SLV
23	Math Concepts	CONCEPTS
08	Basic Skills Total	BASICKL
42	Reference Skills	REFSKILL
07	Word Attack	WDATTACK
50	Science	SCIENCE
60	Social Studies	SS/ENVIR

CAT: California Achievement Test

01	Total Battery R, W	TOTBAT
10	Reading Total R	READ (T)
11	Reading Comprehension R	COMPREHE
12	Vocabulary	VOCAB
13	Word Analyses	WORD
30	Language Total	LANGUAGE
31	Spelling	SPELLING
42	Reference Skills	REFSKILL
41	Study Skills	STUDYSKL
34	Language Mechanics W	CAP/MECH

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

CAT: California Achievement Test (Continued)

35	Language Expression W	USAGE/EX
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
23	Math Concepts & Applications	CONCEPTS
50	Science	SCIENCE
60	Social Studies	SS/ENVIR

CTB: Comprehensive Test of Basic Skills

01	Total Battery R, W	TOTBAT
10	Reading Total R	READ (T)
11	Reading Comprehension R	COMPREHE
12	Vocabulary	VOCAB
13	Word Analyses	WORD
30	Language Total W	LANGUAGE
31	Spelling	SPELLING
34	Language Mechanics W	CAP/MECH
35	Language Expression W	USAGE/EX
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
22*	Problem Solving/Applications	PROB/SLV
23	Math Concepts & Applications	CONCEPTS
40	Study/Research/Reference	STUDY/RE
41	Study Skills	STUDYSKL
50	Science	SCIENCE
60	Social Studies	SS/ENVIR

*If Code 22 is used to represent Math Concepts and Applications, it must be converted to Code 23 if CTB is used in the Statewide Assessment Program Format in Survey 5.

ITB: Iowa Test of Basic Skills

01	Complete Battery Total R, W	TOTBAT
10	Reading Total R	READ (T)
11	Reading/Reading Comprehension R	COMPREHE
12	Vocabulary	VOCAB
13	Word Analysis	WORD
14	Listening	LISTEN/T
30	Language Skills Total W	LANGUAGE
31	Spelling	SPELLING
32	Capitalization	CAPITALI
33	Punctuation	PUNCTUAT
34	Capitalization and Punctuation	CAP/MECH
35	Usage	USAGE/EX
36	Written Expression W	WRITTEN
40	Work Study Total	STUDY/RE

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

ITB: Iowa Test of Basic Skills (Continued)

41	Study Skills	STUDYSKL
43	Visual Materials	VISMATRL
42	Reference Materials	REFSKILL
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
23	Math Concepts	CONCEPTS
22	Math Problem-Solving	PROB/SLV
50	Science	SCIENCE
60	Social Studies	SS/ENVIR

MTS: Metropolitan Achievement Test

01	Total Battery R, W	TOTBAT
02	Basic Battery	BASICBAT
10	Reading Total R	READ (T)
11	Reading Comprehension R	COMPREHE
3L	Word Recognition Skills	WORDREC
12	Vocabulary	VOCAB
30	Language Total (Includes: Language & Spelling) W	LANGUAGE
34	Language Mechanics (Includes: Punctuation, Capitalization & Usage) W	CAP/MECH
31	Spelling	SPELLING
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
23	Math Concepts	CONCEPTS
22	Math Problem-Solving	PROB/SLV
40	Research Skills	STUDY/RE
50	Science	SCIENCE
60	Social Studies	SS/ENVIR

NTB: National Tests of Basic Skills

08	Basic Skills Total R, W	BASICSKL
10	Reading Total R	READ (T)
11	Reading Comprehension R	COMPREHE
12	Vocabulary	VOCAB
30	Language Total W	LANGUAGE
31	Spelling	SPELLING
34	Language Mechanics W	CAP/MECH
35	Language Expression W	USAGE/EX
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
23	Math Concepts	CONCEPTS
22	Math Concepts & Applications	PROB/SLV

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

NTB: National Tests of Basic Skills (Continued)

42	Reference Skills	REFSKILL
50	Science	SCIENCE
60	Social Studies	SS/ENVIR

STA: Stanford Achievement Test and SES: Stanford Early School Achievement Test

01	Total Battery R, W	TOTBAT
02	Basic Battery	BASICBAT
10	Reading Total R	READ (T)
11	Reading Comprehension R	COMPREHE
12	Reading Vocabulary	VOCAB
S7	Sentence Reading	SENREAD
S8	Sounds and Letters	SOUNLET
13	Word/Phonic Attack/Analysis	WORD
WF	Word Reading	WORDREA
WG	Word Study Skills	WRDSTD
30	Language Total W	LANGUAGE
31	Spelling	SPELLING
34	Language	CAP/MECH
14	Listening Total (Listening)	LISTEN/T
4L	Listening Comprehension	LISTCOMP
LW	Listening to Words and Stories	LSTWRDST
2L	Listening Vocabulary	LIST/VOC
38	Language Mechanics W	LAN/MECH
MS	Mathematics: Problem Solving	MATHPSL
MP	Mathematics: Procedures	MATHPRO
35	Language Expression W	USAGE/EX
40	Using Information	STUDYRE
41	Study Skills	STUDYSKL
44	Thinking Skills	THINKSKL
20	Math Total	MATH (T)
21	Math Computation	COMPUTAT
23	Math Concepts of Number	CONCEPTS
22	Math Applications	PROB/SLV
EN	Environments	ENVIRMNT
50	Science	SCIENCE
60	Social Studies	SS/ENVIR
61	Social Science	SOCSCIEN

TOE: Test of English as a Foreign Language

10	Reading (Total)	READ (T)
14	Listening (Total)	LISTEN/T
35	Usage/Expression	USAGE/EX

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	-----------------------------

Specific Tests (Continued)

GTA: Grade Ten Assessment Test

11	Reading Comprehension	COMPREHE
20	Mathematics Concepts and Problem - Solving Total	MATH (T)

HSC: High School Competency Test (HSCT)
SS2: State Student Assessment Test-II (SSAT-II)

20	Mathematics	MATH (T)
06	Communications	COMM (T)

ASVAB: Armed Services Vocational Aptitude Battery

S1	Academic Aptitude	ASVAC
S2	Verbal Aptitude	ASVV
S3	Mathematics Aptitude	ASVM
S4	Business Aptitude	ASVBS
S5	Electrical Aptitude	ASVEL
S6	Health Aptitude	ASVH
VS	General Science	ASV GS
VR	Arithmetic Reasoning	ASV AR
VW	Word Knowledge	ASV WK
VP	Paragraph Comprehension	ASV PC
VM	Mathematics Knowledge	ASV MK
VE	Electronics Information	ASV EI
VI	Auto and Shop Information	ASV ASI
VC	Mechanical Comprehension	ASV MC

IBP: International Baccalaureate Program

NA	Art-Higher Level	IBART-H
NB	Art-Subsidiary Level	IBART-S
NC	Biology-Higher Level	IBBIO-H
ND	Biology-Subsidiary	IBBIO-S
NE	Business & Organization-Higher Level	IBB&O-H
NF	Business & Organization-Subsidiary Level	IBB&O-S
NG	Chemistry-Higher Level	IBCHM-H
NH	Chemistry, Applied-Subsidiary Level	IBCHA-S
NI	Chemistry, General-Subsidiary Level	IBCHG-S
NJ	Classical Languages-Higher Level	IBCLG-H
NK	Classical Languages-Subsidiary Level	IBCLG-S
NL	Computer Science-Higher Level	IBCOS-H
NM	Computer Science- Subsidiary Level	IBCOS-S
NN	Design Technology-Higher Level	IBDST-H

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	-----------------------------

Specific Tests (Continued)

International Baccalaureate Program (continued)

NO	Design Technology-Subsidiary Level	IBDST-S
NP	Economics-Higher Level	IBEC-H
NQ	Economics-Subsidiary Level	IBEC-S
NR	English A1-Higher Level	IBEA1-H
NS	English A1-Subsidiary Level	IBEA1-S
NT	English A2-Higher Level	IBEA2-H
NU	English A2-Subsidiary Level	IBEA2-S
NV	English B-Higher Level	IBENB-H
NW	English B-Subsidiary Level	IBENB-S
NX	Environmental Systems-Subsidiary Level	IBEVS-S
NY	French A1-Higher Level	IBFA1-H
NZ	French A1-Subsidiary Level	IBFA1-S
OA	French A2-Higher Level	IBFA2-H
OB	French A2-Subsidiary Level	IBFA2-S
OC	French B-Higher Level	IBFRB-H
OD	French B-Subsidiary Level	IBFRB-S
OE	French Ab Initio-Subsidiary Level	IBFAI-S
OF	Geography-Higher Level	IBGEO-H
OG	Geography- Subsidiary Level	IBGEO-S
OH	German A1-Higher Level	IBGA1-H
OI	German A1-Subsidiary Level	IBGA1-S
OJ	German A2-Higher Level	IBGA2-H
OK	German A2-Subsidiary Level	IBGA2-S
OL	German B-Higher Level	IBGEB-H
OM	German B- Subsidiary Level	IBGEB-S
ON	History-Higher Level	IBHIS-H
OO	History-Subsidiary Level	IBHIS-S
OP	History & Culture of the Islamic World-Higher Level	IBISL-H
OQ	History & Culture of the Islamic World- Subsidiary Level	IBISL-S
OR	Information Technology in a Global Society-Subsidiary Level	IBIFT-S
OS	Language A2-Higher Level	IBLA2-H
OT	Language A2-Subsidiary Level	IBLA2-S
OU	Language B-Higher Level	IBLNB-H
OV	Language B-Subsidiary Level	IBLNB-S
OW	Language Ab Initio-Subsidiary Level	IBLAI-S
OX	Mathematics Higher Level	IBMAT-H
OY	Mathematics, Advance-Subsidiary Level	IBMAA-S
OZ	Mathematical Methods-Subsidiary Level	IBMAS-S
PA	Mathematical Studies-Subsidiary Level	IBMSS-S
PB	Music Higher Level	IBMUS-H
PC	Music-Subsidiary Level	IBMUS-S
PD	Philosophy-Higher Level	IBPHI-H

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

International Baccalaureate Program (continued)

PE	Philosophy -Subsidiary Level	IBPHI-S
PF	Physics-Higher Level	IBPHY-H
PG	Physics-Subsidiary Level	IBPHY-S
4P	Psychology Higher Level	IBPSY-H
3P	Psychology Standard Level	IBPSY-S
PH	Social Anthropology-Higher Level	IBANT-H
PI	Social Anthropology- Subsidiary Level	IBANT-S
PJ	Spanish A1-Higher Level	IBSA1-H
PK	Spanish A1-Subsidiary Level	IBSA1-S
PL	Spanish A2-Higher Level	IBSA2-H
PM	Spanish A2- Subsidiary Level	IBSA2-S
PN	Spanish B-Higher Level	IBSPB-H
PO	Spanish B-Subsidiary Level	IBSPB-S
PP	Spanish Ab Initio-Subsidiary Level	IBSAI-S
PQ	Theatre-Higher Level	IBTHE-H
PR	Theatre-Subsidiary Level	IBTHE-S
PS	School Based Subjects-Subsidiary Level	IBSBS-S
PT	Theory of Knowledge	IBTOKNW
PU	Extend Essay	IBEXESS
PV	Point toward IB Diploma	IBPOINT
PW	Reserved	
PX	Reserved	
PY	Reserved	
PZ	Reserved	

CPT: College Placement Test

RC	Reading Comprehension	CPT RC
SK	Sentence Skills	CPT SK
AS	Arithmetic Skills	CPT AS
EA	Elementary Algebra	CPT EA
CM	College Level Math	CPT CM

TER: TerraNova

01	Total Battery R, W	TOTBAT
10	Reading Composite (Plus edition) R	READ(T)
11	Reading R	COMPREHE
12	Vocabulary	VOCAB
13	Word Analysis	WORD
20	Mathematics Composite (Plus edition)	MATH(T)
21	Mathematics Computation	COMPUTAT

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

TER: TerraNova

23	Mathematics	CONCEPTS
30	Language Composite (Plus edition) W	LANGUAGE
31	Spelling	SPELLING
34	Language Mechanics W	CAP/MECH
35	Language W	USAGE/EX
50	Science	SCIENCE
60	Social studies	SS/ENVIR

FCA: Florida Comprehensive Assessment Test

10	SSS Reading	READ (T)
FA	Constructs Meaning from Informational Text	FCA CMIT
FB	Constructs Meaning from Literature	FCA CML
F1	Words and Phrases in Context	FCA WPIC
F2	Main Idea, Plot and Purpose	FCA MIPP
F3	Comparisons and Cause/Effect	FCA COMP
F4	Reference and Research	FCA REF
20	SSS Mathematics	MATH (T)
FC	Number Sense, Concepts, and Operations	FCA NCO
FD	Measurement	FCA MEAS
FE	Geometry and Spatial Sense	FCA GEO
FF	Algebraic Thinking	FCA ALGE
FG	Data Analysis and Probability	FCA DAP
50	SSS Science	Science
FP	Physical and Chemical Sciences	FCA P/CH
FZ	Earth and Space Sciences	FCA E/SP
FV	Life and Environmental Sciences	FCA LIFE
FT	Scientific Thinking	FCA SCTH
11	NRT Reading	COMPREHE
T1	Initial Understanding	NRT INIT
T2	Interpretation	NRT INTE
T3	Critical Analysis	NRT CRIT
T4	Strategies	NRT STRA
11	NRT Reading (2005 and later)	COMPREHE
TW	Literary	NRT LIT
TX	Informational	NRT INFO
TY	Functional	NRT FUNC
T1	Initial Understanding	NRT INIT
T2	Interpretation	NRT INTE
T3	Critical Analysis	NRT CRIT
T4	Strategies	NRT STRA

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
FCA: Florida Comprehensive Assessment Test (Continued)		
22	NRT Mathematics Grades 3-4	PROB/SLV
TA	Whole Numbers	NRT WHOL
TB	Number Sense	NRT NUMB
TC	Geometry and Spatial Sense	NRT G/SS
TD	Measurement	NRT MEAS
TE	Statistics and Probability	NRT S/PR
TF	Fractions and Decimals	NRT FR/D
TG	Patterns and Relationships	NRT P/R
TH	Estimation	NRT EST
TI	Problem solving	NRT PSOL
TD	Measurement	NRT MEAS
TH	Estimation	NRT EST
TI	Problem Solving	NRT PSOL
TJ	Number Relationships	NRT NU/R
TK	Number Systems	NRT NSYS
TL	Patterns and Functions	NRT P/FN
TM	Algebra	NRT ALGE
TN	Statistics	NRT STAT
TO	Probability	NRT PROB
TP	Geometry Grades 3-8 (2005 and later)	NRT GEOM
T5	Operations	NRT OPER
TB	Number Sense	NRT NUMB
T6	Patterns, Relationships and Algebra	NRT PRAL
T7	Data, Statistics, and Probability	NRT DSTP
T8	Geometry and Measurement Grades 9-10	NRT G/M
TI	Problem Solving	NRT PSOL
TM	Algebra	NRT ALGE
TN	Statistics	NRT STAT
TO	Probability	NRT PROB
TQ	Functions	NRT FUNC
TR	Geometry - Synthetic	NRT G/SY
TS	Geometry - Algebraic	NRT G/AL
TT	Trigonometry	NRT TRIG
TU	Discrete Math	NRT DMAT
TV	Precalculus Grades 9-10 (2005 and later)	NRT PCAL
TZ	Number Sense and Operations	NRT N/OP
T6	Patterns, Relationships and Algebra	NRT PRAL
T7	Data, Statistics, and Probability	NRT DSTP
T8	Geometry and Measurement	NRT G/M

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
FCA: Florida Comprehensive Assessment Test (Continued)		
	Grades 9-10 (2005 and later)	
TZ	Number Sense and Operations	NRT N/OP
T6	Patterns, Relationships and Algebra	NRT PRAL
T7	Data, Statistics, and Probability	NRT DSTP
T8	Geometry and Measurement	NRT G/M
FCP: Florida Competency Test on Personal Fitness		
2P	Personal Fitness	FCP FCTP
WAP: FCAT Writing Assessment Program		
WX	Writing+ Scale Score	WRITING
WP	Writing Persuasive	WR PERSU
WN	Writing Narrative	WR NARRA
WE	Writing Expository	WR EXPOS
W1	Writing Focus	WR FOCUS
W2	Writing Organization	WR ORG
W3	Writing Support	WR SUPP
W4	Writing Conventions	WR CONV
DAR: Diagnostic Assessments of Reading		
O1	Oral Reading	ORALREAD
11	Reading Comprehension	COMPREHE
31	Spelling	SPELLING
13	Word Analysis	WORD
WR	Word Meaning	WORDMEAN
3L	Word Recognition	WORDREC
ESI: Early Screening Inventory		
ST	Status	ESI KST
SU	Summary Score	ESI KSU
RFS: Ready for School		
R1	Standard 1	RFS ST1
R2	Standard 2	RFS ST2
R3	Standard 3	RFS ST3
R4	Standard 4	RFS ST4
R5	Standard 5	RFS ST5
R6	Standard 6	RFS ST6

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
RFS: Ready for School		
R7	Standard 7	RFS ST7
R8	Standard 8	RFS ST8
R9	Standard 9	RFS ST9
RT	Standard 10	RFS ST10
RU	Standard 11	RFS ST11
RV	Standard 12	RFS ST12
RX	Standard 13	RFS ST13
RY	Standard 14	RFS ST14
WSS: Work Sampling System		
WB	Personal/Social	WSS P/S
WL	Language Literacy	WSS LANG
WD	Math Thinking	WSS MATH
WA	Arts	WSS ARTS
WJ	Physical/Health	WSS PH/H
AAR: Alternate Assessment Report		
10	Sunshine State Standards/Special Diploma Reading	AAR READ
20	Sunshine State Standards/Special Diploma Mathematics	AAR MATH
50	Sunshine State Standards/Special Diploma Science	AAR SCIN
WT	Sunshine State Standards/Special Diploma Writing	AAR RITE
DIB: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)		
DI	Initial Sound Fluency	DIB ISF
DL	Letter Naming Fluency	DIB LNF
DN	Nonsense Word Fluency	DIB NWF
DP	Phoneme Segmentation Fluency	DIB PSF
DO	Oral Reading Fluency	DIB ORF
BSI: Basic Achievement Skills Inventory		
BV	Vocabulary	BSI VOC
BS	Spelling	BSI SPL
BF	Language Mechanics	BSI LAM
BC	Reading Comprehension	BSI REC
BA	Math Computation	BSI MAC
BB	Math Application	BSI MAA
BD	Mathematics	BSI MAT
BR	Reading	BSI RED
BL	Language Arts	BSI LAN

Revised:

Volume I

Effective: 7/09

Page Number: L-17

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

CEL: Comprehensive English Language Learning Assessment

LS	Speaking	CEL SPK
CL	Listening	CEL LIS
CA	Reading	CEL READ
CW	Writing	CEL WRTG
CV	Vocabulary	CEL VOC
CO	Oral Skills	CEL ORS
9C	Listening Comprehension	CEL LCOM
CB	Reading Comprehension	CEL RCOM
CD	Reading – Print Concepts	CEL RPC
CE	Reading – Decoding	CEL RDEC
CH	Writing – Dictation	CEL WDIC
CG	Writing – Sentences	CEL WSEN
CI	Total CELLA Scale Score	CELTOTSS
CJ	Listening/Speaking Total	CEL LSTO
CK	Reading Total	CEL RDTO
CN	Writing Total	CEL WRTO
3B	Listening – Sentences	CELLISST
CP	Listening Comprehension – Short Talks	CEL LCST
CQ	Listening Comprehension – Extended Speech	CEL LCES
CT	Speaking Vocabulary	CEL SPVO
CX	Speaking – Asking Questions	CELSPKAQ
CY	Speaking – Extended Speech	CELSPKES
CZ	Reading Vocabulary	CEL RDTV
3C	Writing - Editing	CELWEDIT
4C	Writing – Grammar	CEL WGRM
5C	Writing – Paragraphs	CELWPARA
6C	Proficiency Level Listening/Speaking	CEL PLLS
7C	Proficiency Level Reading	CEL PLR
8C	Proficiency Level Writing	CEL PLW

ECH: Early Childhood Observation System (ECHOS)

EC	Status	ECH STAT
ET	Total Points	ECH TPTS

GMD: Group Mathematics Assessment and Diagnostic Evaluation

3G	Concepts and Communication	GMD CON
4G	Operations and Computation	GMD COM
5G	Process and Application	GMD APL
6G	Total Test	GMD TTL

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
GRE: Group Reading Assessment and Diagnostic Evaluation		
GA	Comprehension Composite	GRE COM
GB	Listening Comprehension	GRE LCO
GC	Passage Comprehension	GRE PAS
GD	Sentence Comprehension	GRE SEN
GE	Total Test	GRE TOT
GF	Vocabulary Composite	GRE VOC
GG	Word Reading	GRE WRD
GH	Word Meaning	GRE WMN
DRA: Developmental Reading Assessment		
09	Reading	READING
FOR: Florida Oral Reading Fluency (FORF)		
01	Oral Reading Fluency	ORALREAD
FRD: Fluent Reader		
01	Oral Reading Fluency	ORALREAD
LIT: Literacy First		
09	Reading	READING
MAZ: MAZE Procedure		
11	Reading Comprehensive	COMPREHE
RFR: Reading Fluency/Reader's Record		
01	Oral Reading Fluency	ORALREAD
RUN: Running Records		
09	Reading	READING

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
SRI: Scholastic Reading Inventory		
09	Reading	READING
TRE: Test of Word Reading Efficiency		
09	Reading	READING
SAR: STAR		
11	Reading Comprehension	COMPREHE
GRT: Gates MacGinitie Reading Test		
01	Total Battery	TOTBAT
11	Reading Comprehension R	COMPREHE
12	Vocabulary	VOCAB
3L	Word Recognition	WORDREC
13	Word/Phonic Attack/Analysis	WORD
VPP: Voyager Passport		
DI	Initial Sound Fluency	VPP ISF
DL	Letter Naming Fluency	VPP LNF
DN	Nonsense Word Fluency	VPP NWF
DP	Phoneme Segmentation Fluency	VPP PSF
DO	Oral Reading Fluency	VPP ORF
OTM: On the Mark		
5P	Phonological/Phonemic Awareness	OTM PPA
CAI: Cambridge Advanced International Certificate of Education (AICE)		
3A	Biology	CAI BI
4A	Chemistry	CAI CHEM
5A	Computing	CAI COM
6A	Design and Technology	CAI DAT
7A	Environmental Management	CAI ENM
20	Mathematics	CAI MATH
8A	Physics	CAI PHYS
9A	Psychology	CAI PSYC
44	Thinking Skills	CAI TSK

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)

TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
-----------	----------------------	--------------------------

Specific Tests (Continued)

CAI: Cambridge Advanced International Certificate of Education (AICE) (Continued)

DA	English Language	CAI ELA
HA	English Language and Literature	CAI ELL
IA	First Language Spanish	CAI FLS
JA	Afrikaans Language	CAI AFR
KA	Arabic/Arabic Language	CAI AAL
LA	Chinese/Chinese Language	CAI CCL
MA	Portuguese/Portuguese Language	CAI PPL
QA	Spanish/Spanish Language	CAI SSL
RA	French/French Language	CAI FFL
SA	German/German Language	CAI GGL
UA	Urdu/Urdu Language	CAI UUL
VA	English (half-credit)	CAI ENG
AA	Accounting	CAI ACC
AB	Art and Design	CAI AND
AC	Business Studies	CAI BUS
AD	Economics	CAI ECON
AE	General Paper	CAI GEN
AF	Geography	CAI GEO
AH	History	CAI HIS
AI	Chinese Literature	CAI CLIT
AJ	English Literature	CAI ELIT
AK	French Literature	CAI FLIT
AL	Portuguese Literature	CAI PLIT
AM	Spanish Literature	CAI SLIT
AO	Music	CAI MUS
AQ	Sociology	CAI SOC

VPI: Voyager Passport Journeys

11	Reading Comprehension	COMPREHE
----	-----------------------	----------

JRN: Jamestown Reading Navigator

11	Reading Comprehension	COMPREHE
----	-----------------------	----------

FRA: Florida Reading Assessment

11	Reading Comprehension	COMPREHE
----	-----------------------	----------

USA: USA Today-Total Reader

11	Reading Comprehension	COMPREHE
----	-----------------------	----------

Revised:

Volume I

Effective: 7/09

Page Number: L-21

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

APPENDIX L (Continued)
TEST SUBJECT CONTENT CODES (Continued)

TEST CODE	TEST SUBJECT CONTENT	8 CHARACTER SUBJECT CODE
Specific Tests (Continued)		
OMZ: Florida Assessment for Instruction in Reading: MAZE)		
11	Reading Comprehension	COMPREHE
HBA: Harcourt Story Town Benchmark Assessment		
11	Reading Comprehension	COMPREHE

Appendix C

Conversion Chart for an Alphabetical Test Score to Numerical Score

**CONVERSION CHART
FOR AN ALPHABETICAL TEST SCORE
TO NUMERICAL SCORE**

THE FOLLOWING CHART SHOULD BE USED ONLY FOR TESTS THAT YIELD AN ALPHABETICAL TEST SCORE (LANGUAGE PROFICIENCY LEVEL OR LANGUAGE CATEGORY). THE DATA ELEMENT TEST SCORE MUST BE NUMERIC; THEREFORE THIS CONVERSION MUST BE USED FOR ANY ALPHABETICAL SCORE.

LANGUAGE PROFICIENCY ALPHA SCORES		LANGUAGE CATEGORY (OLD LAU CATEGORIES)	NUMERIC TEST SCORES	TEST SCORE TYPE
NES/NEP	A	Monolingual speaker of a language other than English	1	RS
	B	Predominantly speaks language other than English	2	RS
LES/LEP	C	Bilingual	3	RS
	D	Predominantly speaks English	4	RS
FES/FEP	E	Monolingual speaker of English	5	RS
	F	Monolingual speaker of English	6	RS

NES/NEP = Non-English Speaking/Non-English Proficient
 LES/LEP = Limited English Speaking/Limited English Proficient
 FES/FEP = Fully English Speaking/Fully English Proficient

Appendix D

FEFP Program Numbers

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1987-88 December 23, 1987

**APPENDIX E
FEFP PROGRAM NUMBERS**

Program/Category	FEFP Program Numbers Used for Reporting on the Student Course Schedule Format
Basic Programs	
* K-3 Basic	101
4-8 Basic	102
9-12 Basic	103
** K-3 Basic, with ESE Services	111
4-8 Basic, with ESE Services	112
9-12 Basic, with ESE Services	113
EXCEPTIONAL STUDENT EDUCATION	
Support Level 4	254
Support Level 5	255
ESOL	130
VOCATIONAL 9-12	
Vocational 9-12 (formerly 301-309)	300
OTHER PROGRAMS	
Community Instructional Services (CIS) (Applicable to years prior to 1987-88)	998
Nonfunded because student not eligible for FTE for reasons other than attendance or program membership (used in state reporting)	999

* Includes children of teenage parents.

** Includes PK disabled children.

Revised:

Volume I

Effective: 7/09

Page Number: E-1

Appendix E

2009-2010 List of Courses Eligible for ESOL Weighted FTE

Note: Course numbers and titles taken from the 2009-2010 FDOE Course Code Directory

-----**ELEMENTARY**-----

COURSE # COURSE TITLE

COMPUTER LITERACY

5002000 Introduction to Computers

LANGUAGE ARTS

5010010 English for Speakers of Other Languages – Elementary
5010020 Functional Basic Skills in Reading – Elementary
5010030 Functional Basic Skills in Communications – Elementary
5010040 Language Arts – Elementary
5010050 Reading – Elementary
5010060 Integrated Language Arts – Elementary
5010070 Handwriting – Elementary
5010080 Spelling – Elementary
5010090 Writing – Elementary

MATHEMATICS

5012020 Math – Kindergarten
5012030 Math – Grade 1
5012040 Math – Grade 2
5012050 Math – Grade 3
5012060 Math – Grade 4
5012070 Math – Grade 5

SCIENCE

5020000 Science – Elementary
5020010 Science – Grade K
5020020 Science – Grade 1
5020030 Science – Grade 2
5020040 Science – Grade 3
5020050 Science – Grade 4
5020060 Science – Grade 5

SOCIAL STUDIES

5021000 Social Studies – Elementary

-----MIDDLE/JUNIOR HIGH-----

COURSE # COURSE TITLE

MATHEMATICS

1204000	M/J Intensive Mathematics (MC)
1205010	M/J Math 1
1205020	M/J Math 1, Advanced
1205040	M/J Math 2
1205050	M/J Math 2, Advanced
1205070	M/J Math 3
1205080	M/J Math 3, Advanced
1205090	M/J Mathematics 1, IB
1205100	M/J Pre – Algebra, IB

SCIENCE

2000010	M/J Life Science
2000020	M/J Life Science, Advanced
2000030	M/J Life Science, IB Middle Year Program
2000050	IB Middle Year Program Biology
2001010	M/J Earth/Space Science
2001020	M/J Earth/Space Science, Advanced
2001030	MJ Earth/Space Science, IB Middle Year Program
2002040	M/J Comprehensive Science 1
2002050	M/J Comprehensive Science 1, Advanced
2002070	M/J Comprehensive Science 2
2002080	M/J Comprehensive Science 2, Advanced
2002100	M/J Comprehensive Science 3
2002110	M/J Comprehensive Science 3, Advanced
2003010	M/J Physical Science
2003020	M/J Physical Science, Advanced

SOCIAL STUDIES

2100010	M/J US History
2100015	M/J US History & Career Planning
2100020	M/J US History, Advanced
2100025	M/J US History, Advanced & Career Planning
2100030	M/J Florida History
2100040	M/J U.S. History, IB Middle Years Program
2103010	M/J World Geography (Year Long)
2103015	M/J World Geography (Semester Long)
2103016	M/J World Geography & Career Planning
2103020	M/J World Geography, Advanced (Year Long)
2103025	M/J World Geography, Advanced (Semester Long)
2103026	M/J World Geography, Advanced & Career Planning
2103030	M/J Geography: Asia, Oceania, Africa
2103032	M/J Geography: Asia, Oceania, Africa & Career Planning
2103040	M/J Geography: Europe and the Americas

SOCIAL STUDIES (Continued)

COURSE # COURSE TITLE

2103042	M/J Geography: Europe and the Americas & Career Planning
2103050	M/J Florida: Challenges and Choices
2104000	M/J Social Studies
2105000	M/J Multicultural Studies: US
2105020	M/J World Cultures
2105030	M/J Advanced World Cultures
2105040	M/J World Cultures, IB Middle Year Program
2106010	M/J Civics (Year Long)
2106015	M/J Civics (Semester Long)
2106016	M/J Civics & Career Planning
2106020	M/J Civics, Advanced (Year Long)
2106025	M/J Civics, Advanced (Semester Long)
2106026	M/J Civics, Advanced & Career Planning
2106030	M/J Law Studies
2109010	M/J World History
2109020	M/J World History, Advanced

COMPUTER LITERACY

0200000	M/J Introduction to Computers
0200010	M/J Computer Applications 1

LANGUAGE ARTS

1000000	M/J Intensive Language Arts (MC)
1000010	M/J Intensive Reading (MC)
1000020	M/J Intensive Reading and Career Planning
1001010	M/J Language Arts 1
1001020	M/J Language Arts 1, Advanced
1001030	M/J Language Arts 1, IB
1001040	M/J Language Arts 2
1001050	M/J Language Arts 2, Advanced
1001060	M/J Language Arts 2, IB
1001070	M/J Language Arts 3
1001080	M/J Language Arts 3, Advanced
1001090	M/J Language Arts 3, IB
1002000	M/J Language Arts 1 Through ESOL
1002010	M/J Language Arts 2 Through ESOL
1002020	M/J Language Arts 3 Through ESOL
1002180	M/J Developmental Language Arts
1008010	M/J Reading 1
1008020	M/J Reading 1, Advanced
1008040	M/J Reading 2
1008050	M/J Reading 2, Advanced
1008070	M/J Reading 3
1008080	M/J Reading 3, Advanced
1009000	M/J Creative Writing 1
1009010	M/J Creative Writing 2

LANGUAGE ARTS (Continued)

COURSE # COURSE TITLE

1009020	M/J Creative Writing 3
1009030	M/J Expository Writing 1
1009040	M/J Expository Writing 2

-----**SENIOR HIGH/ADULT**-----

COURSE # COURSE TITLE

MATHEMATICS

1200300	Pre-Algebra
1200310	Algebra I
1200320	Algebra I Honors
1200330	Algebra II
1200340	Algebra II Honors
1200370	Algebra I A
1200380	Algebra I B
1200390	Algebra 1 Honors, IB Middle Year Program
1200395	Algebra 2 Honors, IB Middle Year Program
1200400	Intensive Mathematics
1201300	Math Analysis
1201310	Analysis of Function
1201320	IB Math Analysis
1202300	Calculus
1202310	Advanced Placement Calculus AB
1202320	Advanced Placement Calculus BC
1202340	Pre-Calculus
1202352	AICE Math I
1202354	AICE Math & Mech I
1202356	AICE Math & Mech II
1202362	AICE Math & Prob & Stat I
1202364	AICE Math & Prob & Stat II
1202366	AICE Math & Mech & Stat II
1202370	AICE Further Math
1202371	Pre-AICE Add Mth III
1202375	IB Pre-Calculus
1202800	Calculus IB
1202810	IB Calculus/Descriptive Statistics
1202820	IB Further Mathematics
1202830	IB Advanced Calculus
1205370	Consumer Math
1205400	Applied Math I
1205410	Applied Math II
1205420	Applied Math III
1205500	Explorations in Math I
1205510	Explorations in Math II
1206300	Informal Geometry
1206310	Geometry
1206320	Geometry Honors
1206330	Analytic Geometry
1206800	Analytic Geometry IB
1206810	Geometry Honors, IS Middle Year Program
1207310	Integrated Math I
1207320	Integrated Math II

1207330 Integrated Math III
1208300 Liberal Arts Math
1209810 Pre-AICE Math I
1209820 Pre-AICE Math II
1209830 IB Math Higher Level
1210300 Probability and Statistics W/App
1210310 IB Statistics and Introductory differential Calculus
1210320 Advanced placement Statistics
1210330 AICE Math Stat
1211300 Trigonometry
1211800 Trigonometry IB
1220910 Discrete Mathematics (formerly 122091A)
1298310 Advanced Topics in Mathematics (formerly 129830A)

SCIENCE

2000300 Intensive Science
2000310 Biology I
2000320 Biology I Honors
2000321 AICE Biology I
2000322 Pre-AICE Biology
2000330 Biology II
2000340 Advanced Placement Biology
2000342 Pre-AICE Environmental Management
2000350 Anatomy and Physiology
2000360 Anatomy and Physiology Honors
2000370 Botany
2000380 Ecology
2000381 AICE Environmental Management
2000390 Limnology
2000410 Zoology
2000430 Biology Technology
2000440 Genetics
2000800 Biology I Pre-IB
2000810 Biology II IB
2000820 Biology III IB
2000850 Biology Honors, IB Middle Year Program
2001310 Earth/Space Science
2001320 Earth/Space Science Honors
2001340 Environmental Science
2001350 Astronomy
2001370 IB Environmental Systems
2001380 Advanced Placement Environmental Science
2001390 Pre-AICE Coordinated Science I
2001400 Pre-AICE Coordinated Science II
2001410 AICE Food Studies
2002330 Space Technology and Engineering
2002340 Experimental Science I
2002350 Experimental Science II
2002360 Experimental Science III

2002370 Experimental Science IV
 2002400 Integrated Science I
 2002410 Integrated Science I Honors
 2002415 Integrated Science Honors, IB Middle Year Program
 2002420 Integrated Science II
 2002430 Integrate Science II Honors
 2002440 Integrated Science III
 2002450 Integrated Science III Honors
 2002460 Integrated Science IV
 2002470 Integrated Science V
 2002480 Forensic Science 1
 2002490 Forensic Science II
 2002500 Marine Science I
 2002510 Marine Science I Honors
 2002515 AICE Marine Science I
 2002520 Marine Science II
 2002535 AICE Marine Science II
 2002530 Marine Science II Honors
 2002540 Solar Energy I
 2002550 Solar Energy II
 2003310 Physical Science
 2003320 Physical Science Honors
 2003340 Chemistry I
 2003350 Chemistry I Honors
 2003360 Chemistry II
 2003370 Advanced Placement Chemistry
 2003371 AICE Chemistry
 2003372 Pre-AICE Chemistry
 2003380 Physics I
 2003390 Physics I Honors
 2020910 Astronomy S-G Honors
 2020710 Nuclear Radiation Honors
 2003400 Nuclear Radiation
 2003410 Physics II
 2003420 Advanced Placement Physics B
 2003430 Advanced Placement Physics C
 2003431 AICE Physics
 2003432 Pre-AICE Physics
 2003600 Principles of Technology I
 2003610 Principles of Technology II
 2003800 Chemistry I IB
 2003810 Chemistry II IB
 2003820 Chemistry III IB
 2003830 Chemistry Honors, IB Middle Year Program
 2003850 Physics III IB
 2003860 Design Technology IB
 2003870 Design Technology Honors, IB Middle Year Program
 2020710 Nuclear Radiation Honors

SOCIAL STUDIES

COURSE # COURSE TITLE

2100310	American History
2100320	American History Honors
2100330	Advanced Placement American History
2100340	African American History
2100350	Florida History
2100360	Latin American History
2100370	Eastern and Western Heritage
2100380	Visions and Their Pursuits: An American Tradition – U.S. History To 1920
2100390	Visions and Countervisions: Europe, the U.S., and the World from 1848
2100400	History of the Vietnam War
2100410	Caribbean Studies
2100420	Civil War and Reconstruction
2100460	Eastern and Western Heritage Honors
2100470	Visions and Their Pursuits Honors: An American Tradition: U.S. History to 1920
2100480	Visions and Countervisions Honors: Europe, the U.S., and the World from 1848
2100490	AICE International History
2100500	AICE United States History
2100800	History of the Americas – IB
2100810	American History – IB
2101300	Anthropology
2101310	Archaeology
2101800	Social Anthropology I IB
2101810	Social Anthropology II IB
2102310	Economics
2102320	Economics Honors
2102321	AICE Economics I
2102322	AICE Economics II
2102323	Pre-Economics
2102330	Comparative Economics System
2102350	Applied Economics
2102360	Advanced Placement Microeconomics
2102370	Advanced Placement Macroeconomics
2102380	American Economic Experience
2102390	American Economic Experience Honors
2102800	Comparative Economic Systems Pre International Baccalaureate
2102810	Economics I IB
2102820	Economics II IB
2103300	World Cultural Geography
2103400	Advanced Placement Human Geography
2103410	AICE Geography
2103420	Pre-AICE Geography
2103800	World Geography IB

2103810 World Cultural Geography Honors, IB Middle Year program
 2104300 Intro to Social Studies
 2104310 Future Studies
 2104320 Global Studies
 2104330 Voluntary School / Community Service
 2104340 Women's Studies
 2104600 Multicultural Studies
 2104610 The American Mosaic
 2105300 Western Civilization
 2105310 World Religions
 2105340 Philosophy
 2105350 Ethics
 2105860 Philosophy I IB
 2106310 American Government
 2106320 American Government Honors
 2106330 Civics
 2106340 Political Science
 2106350 Law Studies
 2106355 International Law
 2106360 Comparative Political Systems
 2106370 Comprehensive Law Studies
 2106375 Comprehensive Law
 2106380 Legal Systems and Concepts
 2106390 Court Procedures
 2106400 Court Procedures Intern
 2106420 Advanced Placement U.S. Government and Politics
 2106430 Advanced Placement Comparative Government and Politics
 2106440 International Relations
 2106445 International Relations II
 2106450 American Political System
 2106460 American Political System Hon: Process and Power
 2106468 Constitutional Law I
 2106470 Constitutional Law II
 2106480 Constitutional Law Honors
 2106800 American Government Pre IB
 2107300 Psychology I
 2107310 Psychology II
 2107350 Advanced Placement Psychology
 2107360 AICE Psychology
 2107800 Psychology I IB
 2107810 Psychology II IB
 2108300 Sociology
 2109310 World History
 2109320 World History Honors
 2109321 Pre-AICE World History
 2109330 African History
 2109340 Asian History
 2109350 Contemporary History

2109360	British History
2109370	European History
2109371	AICE European History
2109380	Advanced Placement European History
2109410	Jewish History
2109420	Advanced Placement World History
2109430	Holocaust
2109800	Contemporary History IB
2109810	World History Pre-IB
2109820	European History Pre-IB
2109830	World History Honors, IB Middle Year Program
2120710	Anthropology Honors
2120910	Philosophy Honors
2120915	Philosophy Honors II

COMPUTER LITERACY

0200300	Introduction to Computers
0200310	Computer Applications I

LANGUAGE ARTS

1000400	Intensive Language Arts
1000410	Intensive Reading
1000420	Intensive Writing
1001300	English Skills I
1001310	English I
1001320	English Honors I
1001330	English Skills II
1001340	English II
1001350	English Honors II
1001360	English Skills III
1001370	English III
1001380	English Honors III
1001390	English Skills IV
1001400	English IV
1001410	English Honors IV
1001420	Advanced Placement English Language
1001430	Advanced Placement English Literature
1001550	AICE English Language
1001560	AICE Pre-AICE English Language
1001800	English I – Pre IB
1001810	English II – Pre IB
1001820	English III – Pre IB
1001830	English IV – Pre IB
1001840	English I Honors, IB Middle Year Program
1001845	English II Honors, IB Middle Year Program
1002300	English I Through ESOL
1002310	English II Through ESOL
1002320	English III Through ESOL

1002380 Developmental Language Arts Through ESOL (MC)
1002520 English IV Through ESOL
1004300 Semantics and Logic
1005300 World Literature
1005310 American Literature
1005320 British Literature
1005330 Contemporary Literature
1005340 Classical Literature
1005350 Literature and the Arts I
1005360 Literature and the Arts II
1005365 Literature in the Media
1005370 AICE English Literature I
1005375 AICE English Literature II
1005380 Pre-AICE English Literature
1008300 Reading I
1008310 Reading II
1008320 Advanced Reading
1008330 Reading III
1009300 Writing I
1009310 Writing II
1009320 Creative Writing I
1009330 Creative Writing II
1009331 Creative Writing III
1009332 Creative Writing IV
1009333 Creative Writing V
1020810 American Literature Honors
1020820 British Literature Honors
1020830 Classical Literature Honors
1020840 Contemporary Literature Honors
1020850 World Literature Honors
1020860 Great Books

Appendix F

Foreign Country Codes and United States Commonwealth and Territories Codes

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995
--

APPENDIX G
COUNTRY CODES

<u>CODE</u>	<u>COUNTRY</u>	<u>CODE</u>	<u>COUNTRY</u>
AF	Afghanistan	CV	Cape Verde
AB	Albania	CJ	Cayman Islands
AG	Algeria	CP	Central African Republic
AN	Andorra	CD	Chad
AO	Angola	CI	Chile
AV	Anguilla	CH	China
AY	Antarctica	KI	Christmas Island
AC	Antigua and Barbuda	CN	Clipperton Island
AX	Antilles	KG	Cocos Islands (Keeling)
AE	Argentina	CL	Colombia
AD	Armenia	CQ	Comoros
AA	Aruba	CF	Congo
AS	Australia	CR	Coral Sea Island
AU	Austria	CS	Costa Rica
AJ	Azerbaijan	DF	Croatia
AI	Azores Islands, Portugal	CU	Cuba
BF	Bahamas	DH	Curacao Island
BA	Bahrain	CY	Cyprus
BS	Baltic States	CX	Czechoslovakia
BG	Bangladesh	DT	Czech Republic
BB	Barbados	DK	Democratic Kampuchea
BI	Bassas Da India	DA	Denmark
DB	Belarus	DJ	Djibouti
BE	Belgium	DO	Dominica
BZ	Belize	DR	Dominican Republic
BN	Benin	EJ	East Timor
BD	Bermuda	EC	Ecuador
BH	Bhutan	EG	Egypt
BL	Bolivia	ES	El Salvador
BJ	Bonaire Island	EN	England
BP	Bosnia and Herzegovina	EA	Equatorial Africa
BC	Botswana	EQ	Equatorial Guinea
BV	Bouvet Island	ER	Eritrea
BR	Brazil	EE	Estonia
BT	British Virgin Islands	ET	Ethiopia
BW	British West Indies	EU	Europa Island
BQ	Brunei Darussalam	FA	Falkland Islands (Malvinas)
BU	Bulgaria	FO	Faroe Islands
BX	Burkina Faso, West Africa	FJ	Fiji
BM	Burma	FI	Finland
BY	Burundi	FR	France
JB	Byelorussia SSR	FM	France, Metropolitan
CB	Cambodia	FN	French Guiana
CM	Cameroon	FP	French Polynesia
CC	Canada		

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995

APPENDIX G (Continued)
COUNTRY CODES (Continued)

<u>CODE</u>	<u>COUNTRY</u>	<u>CODE</u>	<u>COUNTRY</u>
FS	French Southern and Antarctic Islands	KB	Kiribati
JC	French Southern Territories	KN	Korea, Peoples Republic of (North)
FW	French West Africa	KR	Korea, Republic of (South)
GB	Gabon	KV	Kosovo, Republic of
GM	Gambia	KU	Kuwait
GZ	Gaza Strip	KC	Kyrgyzstan
GD	Georgia	LO	Lao, Peoples Democratic Republic of
GE	Germany	LP	Lapland
GH	Ghana	LV	Latvia
GI	Gibraltar	LE	Lebanon
GO	Glorioso Islands	LT	Lesotho
GR	Greece	LI	Liberia
GL	Greenland	LY	Libya
GJ	Grenada	LB	Libyan Arab Jamahiriya
GP	Guadeloupe	LS	Liechtenstein
GT	Guatemala	LH	Lithuania
GF	Guernsey	LU	Luxembourg
FG	Guiana	MC	Macau
GV	Guinea	LC	Macedonia
GS	Guinea-Bissau	MF	Madagascar
GY	Guyana	IM	Madeira Islands
HA	Haiti	MK	Malawi
HM	Heard and McDonald Islands (Australia)	MY	Malaysia
HO	Honduras	MV	Maldives
HK	Hong Kong	ML	Mali
HU	Hungary	XA	Malta
IC	Iceland	MB	Martinique
II	India	MR	Mauritania
IX	Indian Ocean Territory (British)	MP	Mauritius
IO	Indonesia	YT	Mayotte
IR	Iran	NB	Melanesia
IZ	Iraq	MX	Mexico
EI	Ireland	OE	Moldova, Republic of
IS	Israel	MJ	Monaco
IT	Italy	MG	Mongolia
IV	Ivory Coast	OT	Montenegro
JM	Jamaica	MH	Montserrat
JN	Jan Meyan	OJ	Moorea
JA	Japan	MW	Morocco
JO	Jordan	MZ	Mozambique
JD	Juan De Nova Island	OP	Myanmar
KA	Kazakhstan	NK	Namibia
KE	Kenya	NR	Nauru
		NP	Nepal
		NL	Netherlands
		NA	Netherlands Antilles

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995

APPENDIX G (Continued)
COUNTRY CODES (Continued)

<u>CODE</u>	<u>COUNTRY</u>	<u>CODE</u>	<u>COUNTRY</u>
NN	Neutral Zone	SK	Sikkim
NW	New Caledonia	SN	Singapore
NT	New Hibrides	QH	Slovakia
NZ	New Zealand	JE	Slovenia
NU	Nicaragua	SI	Solomon Islands
NG	Niger	SO	Somalia
NI	Nigeria	JF	South Georgia and the South Sandwich Islands
QE	Niue	SF	South Africa
NF	Norfolk Island	UR	Soviet Union
NX	North Africa	SP	Spain
QI	North Ireland	SS	Spanish Sahara
NO	Norway	SR	Spratley Islands
OC	Oceania	CE	Sri Lanka, Ceylon
MU	Oman	SB	St. Barthelemy
PI	Pacific Islands	SH	St. Helena (Ascension Island)
PK	Pakistan	SV	St. Kitts-Nevis
PS	Palestine	SJ	St. Lucia
PN	Panama	ST	St. LVC Vincentucia
NQ	Papua New Guinea (Previously New Guinea)	AM	St. Martin
PD	Paracel Islands	JS	St. Pierre and Miquelon
PX	Paraguay	JH	St. Vincent and Grenadines
PG	Persian Gulf States	SU	Sudan
PE	Peru	SX	Suriname
RP	Philippines	JK	Svalbard
PC	Pitcairn Islands	WZ	Swaziland
PL	Poland	SW	Sweden
PY	Polynesia	SZ	Switzerland
PO	Portugal	SY	Syria
QA	Qatar	JJ	Syrian Arab Republic
RE	Reunion	TA	Tahiti
RH	Rhodesia	TB	Taiwan, Province of China
RO	Romania	TZ	Tanzania, United Republic of
RU	Russian Federation	TJ	Tajikistan
RW	Rwanda	TH	Thailand
QD	Samoa	TO	Togo
SM	San Marino	TL	Tokelau
SQ	Sao Tome and Principe	XT	Tonga
SA	Saudi Arabia	TD	Trinidad and Tobago
RB	Serbia	TR	Tromelin Island
LD	Scotland	TQ	Trust Territory of Pacific
SG	Senegal	TS	Tunisia
SE	Seychelles Islands	TU	Turkey
SL	Sierra Leone	TF	Turkmenistan

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995

APPENDIX G (Continued)
COUNTRY CODES (Continued)

<u>CODE</u>	<u>COUNTRY</u>	<u>CODE</u>	<u>COUNTRY</u>
TK	Turks and Caicos Islands	VE	Venezuela
TY	Tuvalu	VM	Vietnam
UG	Uganda	WL	Wales
UA	Ukraine (Formerly, Ukrainian Soviet Socialist Republic)	WC	Wallis and Futuna Islands
UB	Union of Soviet Socialist Republic	WN	West Indies
TC	United Arab Emirates	WB	Western Sahara
UK	United Kingdom (Great Britain)	WS	Western Samoa
US	United States	YS	Yemen, Peoples Democratic Republic of
UV	Upper Volta	YE	Yemen, Arab Republic
UY	Uruguay	YO	Yugoslavia
UD	Uzbekistan	CG	Zaire
TV	Vatican City	ZA	Zambia
VN	Vanuatu	ZB	Zimbabwe
		ZZ	Not Applicable

Appendix G

English Language Learners Information Format

2008-2009 English Language Learners Information

1. Submit a separate record during reporting periods 2, 3 and 5 for each student in KG-12 membership identified as "LY" for the English Language Learners, PK-12 data element. Also, submit a separate record for each student identified as "LF" for the English Language Learners, PK-12 data element, who has exited the program within the last two school years.
2. Submit a separate record during reporting periods 2, 3 and 5 for each 3-12 grade student in membership identified as "LP" for the data element English Language Learners, PK-12, if the "LP" student is enrolled in an English for Speakers of Other Languages (ESOL) program pending assessment. (If the grade 3-12 student is identified as "LP" and enrolled in a regular program, do not submit a record.)
3. If the student is identified as "LZ" for the English Language Learners, PK-12 data element, do not submit an English Language Learners Information Format because the English Language Learners: Post Reclassification Dates are for Local Accountability and District Records Transfer purposes only. Do not submit a record for English Language Learners Format if the student is identified as "ZZ".
4. For Survey Period 7 submit a separate record for each student identified as LY or LP for the English Language Learners, PK-12 data element. Also send a record for any student determined to be LF on the English Language Learners, PK-12 data element between May 23, 2008, (last day of prior year's CELLA testing) and January 17, 2009, (last day of Survey 7 state processing). All test related fields should be Z-filled or zero-filled as appropriate. Also Z-fill or zero-fill: English Language Learners: Extension of Instruction; English Language Learners: Reclassification Exit Date; English Language Learners: Basis of Entry; and English Language Learners: Basis of Exit.

NOTE: Do not send Prekindergarten students and students enrolled in school 3518 in Survey 7.

5. For Surveys 2, 3 and 5 test information should be submitted for the student's most recent entry into the program and exit from the program according to the following guidelines.
 - a) For students in grades KG-02 report the aural/oral test scores that determined the student eligible and in need of services and/or no longer in need of services. These are reported in the test fields for Listening and Speaking.
 - b) For students in grades 03-12, report aural/oral test scores plus reading and writing test scores, using all four sets of test elements.

NOTE: Zeros may be valid test scores.

6. ERROR CODES: This field is used by the Department to report to districts the specific errors found in the record during the state edit process. This field should contain filler (spaces, blanks) when the record is transmitted to the Department.
7. KEY FIELDS: The key fields for this format are items 1-5.

(Click on the link to view or download a pdf version of the document)

Item No.	From-To	Size	Field Char.	Field Description
1	1-2	2	N/R	District Number, Current Enrollment *
2	3-6	4	A/N/R	School Number, Current Enrollment *
3	7-16	10	A/N	Student Number Identifier, Florida *
4	17-17	1	A/N	Survey Period Code *
5	18-21	4	N	School Year *
6	22-29	8	A/N	English Language Learners: Entry Date
7	30-30	1	A/N	Filler
8	31-38	8	A/N	English Language Learners: Student Plan Date
9	39-46	8	A/N	English Language Learners: Classification Date
10	47-54	8	A/N	English Language Learners: Exit Date
11	55-62	8	A/N	English Language Learners: Reevaluation Date
12	63-63	1	A/N	English Language Learners: Extension of Instruction
13	64-71	8	A/N	English Language Learners: Reclassification Date
14	72-79	8	A/N	English Language Learners: Reclassification Exit Date
15	80-80	1	A/N	English Language Learners: Basis of Entry
16	81-81	1	A/N	English Language Learners: Basis of Exit
17	82-84	3	A/N	Test Name Listening
18	85-86	2	A/N	Test Score Type Listening
19	87-88	2	A/N	Test Subject Content Listening
20	89-92	4	N/R	Test Score Listening
21	93-100	8	A/N	Test Date Listening
22	101-103	3	A/N	Test Name Speaking
23	104-105	2	A/N	Test Score Type Speaking
24	106-107	2	A/N	Test Subject Content Speaking
25	108-111	4	N/R	Test Score Speaking
26	112-119	8	A/N	Test Date Speaking
27	120-122	3	A/N	Test Name Reading
28	123-124	2	A/N	Test Score Type Reading
29	125-126	2	A/N	Test Subject Content Reading
30	127-130	4	N/R	Test Score Reading
31	131-138	8	A/N	Test Date Reading
32	139-141	3	A/N	Test Name Writing
33	142-143	2	A/N	Test Score Type Writing
34	144-145	2	A/N	Test Subject Content Writing
35	146-149	4	N/R	Test Score Writing

36	150-157	8	A/N	Test Date Writing
37	158-158	1	A	Transaction Code
38	159-159	1	A	Fund Source
39	160-160	1	A/N	English Language Learners: Program Participation
40	161-222	62	A/N	Filler
41	223-232	10	A/N	Student Number Identifier, Local
42	233-240	8	A/N	Filler/Error Codes

Appendix H

Web Links to Legal References & Other Reporting Formats

WEB LINKS TO LEGAL REFERENCES

1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree [<http://www.fldoe.org/aala/lulac.asp>]

September 2003 Modification to the Consent Decree (PDF, 31KB)
[<http://www.fldoe.org/aala/pdf/stipulation.pdf>]

Section 1003.56, F.S., English Language Instruction for Limited English Proficient Students
[http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.56&URL=CH1003/Sec56.HTM]

Rule 6A-1.09432, FAC., Assessment of Limited English Proficient Students
[<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1050527&type=1&file=6A-1.09432.doc>]

Rule 6A-6.0901, FAC., Requirements for Identification, Eligibility Programmatic and Annual Assessments of English Language Learners [<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0901>]

Rule 6A-6.0902, FAC., Requirements for Identification, Assessment and Programmatic Assessment of Limited English Proficient Students
[<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0902>]

Rule 6A-6.0903, FAC., Requirement for Classification, Reclassification, and Post Reclassification of English Language Learners [<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0903>]

Rule 6A-6.0904, FAC., Equal Access to Appropriate Programming for Limited English Proficient Students [<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0904>]

Rule 6A-0905, FAC., Requirements for the District Limited English Proficient Plan
[<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0905>]

Rule 6A-6.0906, FAC., Monitoring of Programs for Limited English Proficient Student
[<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0906>]

Rule 6A-6.0907, FAC., Inservice Requirements for Personnel of Limited English Proficient Students [<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0907>]

Rule 6A-6.0908, FAC., Equal Access for Limited English Proficient Students to Programs Other Than ESOL [<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0908>]

Rule 6A-6.0909, FAC., Exemptions Provided to Limited English Proficient Students
[<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0909>]

Rule 6A-6.09091, FAC., Accommodations of the Statewide Assessment Program Instruments and Procedures for Limited English Proficient Students
[<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>]

WEB LINKS TO OTHER REPORTING FORMATS

STUDENT INFORMATION SYSTEM REPORTING FORMATS

2009-2010 Student Demographic Information

http://www.fldoe.org/eias/dataweb/database_0910/0910sdi.asp

2009-2010 Exceptional Student

http://www.fldoe.org/eias/dataweb/database_0910/0910exst.asp

2009-2010 Federal/State Compensatory Project Evaluation

http://www.fldoe.org/eias/dataweb/database_0910/0910fscp.asp

2009-2010 Federal/State Indicator Status

http://www.fldoe.org/eias/dataweb/database_0910/0910fsis.asp

2009-2010 Student Course Schedule

http://www.fldoe.org/eias/dataweb/database_0910/0910scs.asp

2009-2010 Teacher Course

http://www.fldoe.org/eias/dataweb/database_0910/0910tc.asp

Appendix I

English Language Learner Information Edits: State Validation Rule

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

75. Each English Language Learners Student Information record must have a matching Student Demographic record based on District Number, Current Instruction/Service (Student Demographic) and District Number, Current Enrollment (English Language Learners Student Information); Student Number Identifier, Florida; School Number, Current Enrollment, Survey Period Code and School Year and with the English Language Learners code = LY, LP or LF. -state validation 3-

EXAMPLE

The English Language Learners Student Information record listed below which is marked with an asterisk would cause a message to be generated because it does not have a matching Student Demographic record.

English Language Learners Student Information records

District Number, Current Enrollment	Student Number Identifier, Florida	School Number, Current Enrollment	Survey Period Code	School Year
* 01	012345678X	0021	2	****
01	019876545X	0021	2	****
01	429876546X	0021	2	****

Student Demographic Information records

District Number, Current Instruction/Service	Student Number Identifier, Florida	School Number, Current Enrollment	Survey Period Code	School Year	Limited English Proficient
01	019876545X	0021	2	****	LY
01	429876546X	0021	2	****	LF

**** = Valid fiscal year for data submission.

DISTRICT RESPONSIBILITY

The district must delete the English Language Learners Student Information record or add a Student Demographic record to match the above key fields.

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

76. If the English Language Learners: Exit Date is greater than zero, then the English Language Learners code must be LF, unless the English Language Learners: Reclassification Date is greater than zero. -state validation 3-

EXAMPLE

The English Language Learners records listed below which are marked with an asterisk would cause a message to be generated because the English Language Learners: Exit Dates are valid dates and the English Language Learners codes are not LF.

English Language Learners Student Information records

Student Number Identifier, Florida	School Year	English Language Learners: Exit Date
012345678X	0203	01042000
* 601254693X	0203	12181998
* 019876545X	0203	02101999

Student Demographic Information records

Student Number Identifier, Florida	School Year	English Language Learners
012345678X	0203	LF
601254693X	0203	LZ
019876545X	0203	ZZ

DISTRICT RESPONSIBILITY

The district must correct the English Language Learners: Exit Dates and/or the English Language Learners codes so that the valid relationship exists between the elements.

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

77. If Survey Period Code is 2, 3 or 5, and if the English Language Learners: Basis of Exit code is Z, then the English Language Learners code must be LP or LY.
-state validation 3-

EXAMPLE

The second record would cause a message to be generated because the English Language Learners code of LF cannot have a English Language Learners: Basis of Exit code of Z.

Student Demographic Information record

Student Number Identifier, Florida	English Language Learners
123456789X	LY
* 223456789X	LF

English Language Learners Student Information record

Student Number Identifier, Florida	ELL: Basis of Exit
123456789X	Z
* 223456789X	Z

DISTRICT RESPONSIBILITY

The district must correct the English Language Learners code and/or the English Language Learners: Basis of Exit code so that the valid relationship exists between the elements.

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

- 78. If the English Language Learners: Program Participation is code N, then Grade Level on the matching Student Demographic Information record must be 06-12. Matching of records should be done using the following fields: District Number, Current Enrollment; Student Number Identifier, Florida; Survey Period Code; and School Year/Year. -state validation 3-

EXAMPLE

The English Language Learners record listed below which is marked with an asterisk would cause a message to be generated because the English Language Learners: Program Participation code and Grade Level do not have a valid relationship.

English Language Learners Student Information records

Student Number Identifier, Florida	School Year	English Language Learners: Program Participation
012345678X	0708	N
* 601254693X	0708	N

Student Demographic Information records

Student Number Identifier, Florida	School Year	Grade Level
012345678X	0708	10
601254693X	0708	3

DISTRICT RESPONSIBILITY

The district must correct the English Language Learners: Program Participation code and/or the Grade Level so that a valid relationship exists between the elements.

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

- 79. If the English Language Learners: Reclassification Exit Date is a valid date, then the English Language Learners code must be LF. -state validation 3-**

EXAMPLE

The English Language Learners records listed below which are marked with an asterisk would cause a message to be generated because the English Language Learners: Reclassification Exit Dates are valid dates and the English Language Learners code is not LF.

English Language Learners Student Information records

Student Number Identifier, Florida	School Year	Survey Period Code	ELL: Exit Date	ELL: Reclassification Date	ELL: Reclassification Exit Date
123456789X ****		2	12041998	01051999	04302000
* 223456789X****		2	10011998	03231999	06142000
* 323456789X		****	2	01051998	09061998
03152000					

Student Demographic Information records



Student Number Identifier, Florida	School Year	Survey Period Code	English Language Learners
123456789X	****	2	LF
223456789X	****	2	LZ
323456789X	****	2	ZZ

**** = Valid fiscal year for data submission.

DISTRICT RESPONSIBILITY

The District must correct the English Language Learners: Reclassification Exit Dates and/or the English Language Learners codes so that the valid relationship exists between the elements.

**ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION -
STATE VALIDATION RULES**

80. If Survey Period is 2 or 3 and Grade Level is KG-03 Test Date Reading and Test Date Writing must equal zero, Test Name Reading and Test Name Writing must be ZZZ, Test Score Type Reading and Test Score Type Writing must be ZZ, Test Subject Content Reading and Test Subject Content Writing must be ZZ and Test Score Reading and Test Score Writing must be zero. -state validation 3-

EXAMPLE

The first record listed below would be loaded to the data base assuming no other reject rule would cause its rejection. The second record would be rejected because Test Name Reading is not ZZZ and Test Score Type Reading is not ZZ. The third record would be rejected because Test Subject Content Reading is not ZZ and Test Score Reading is not zero.

Student Number Identifier, Florida	Test Date Reading	Test Name Reading	Test Score Type Reading	Test Subject Content Reading	Test Score Reading	Grade Level	
123456789X	00000000	ZZZ	ZZ	ZZ	0000	2	
* 019876545X	00000000	LAS	SS	ZZ	0000	3	*
429876546X00000000	ZZZ	ZZ	01	0071	1		

DISTRICT RESPONSIBILITY

The District must correct the English Language Learners: Student Information data and/or the Student Demographic data so that the valid relationship exists between the elements.

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

81. If the Survey Period code = 5, the English Language Learners code on the Student Demographic Information record must be LF or LY. --state validation 3--

EXAMPLE

An error message will be generated for the second record below because a English Language Learners Student Information record was submitted in survey 5 for a student whose English Language Learners code on the Student demographic Information record is not LF or LY.

English Language Learners Student Information record

District Number, Current Enrollment	Student Number Identifier, Florida	Survey Period Code	School Year
01	012345678X	5	****
* 01	019876545X	5	****

Student Demographic Information Records

District Number, Current Instruction/Service	Student Number Identifier, Florida	English Language Learners	School Year
01	012345678X	LY	****
01	019876545X	LP ←	****

↓

DISTRICT RESPONSIBILITY

The district must correct the English Language Learners code on the Student Demographic Information record or delete the English Language Learners Student Information record.

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

82. English Language Learners: Classification Date must be greater than or equal to the English Language Learners: Home Language Survey Date, unless the ELL: Classification Date is zero filled. –state validation-

EXAMPLE

The third record listed below would cause an error message to be generated because the English Language Learners: Classification Date is less than the English Language Learners: Home Language Survey Date.

English Language Learners Student Information Record

Student Number Identifier, Florida	ELL: Classification Date
123456789X	02031997
223456789X	00000000
* 423456789X	08072001

Student Demographic Information Records

Student Number Identifier, Florida	ELL: Home Language Survey Date
123456789X	01181997
223456789X	10042004
* 423456789X	09082001

DISTRICT RESPONSIBILITY

The district must correct the ELL: Classification Date and/or the ELL: Home Language Date so that a valid relationship exists between these elements.

ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION - STATE VALIDATION RULES

83. If English Language Learners, PK-12 on the Student Demographic Information record is LY or LF, then English Language Learners: Entry Date cannot be zero. The match between the two records should be done using District Number, Current Enrollment; Student Number Identifier, Florida; Survey Period Code; and School Year.
-state validation 3-

EXAMPLE

The English Language Learners records listed below which are marked with an asterisk would cause a message to be generated because the English Language Learners: Entry Dates are zero and the English Language Learners, PK-12 codes are LF and LY.

English Language Learners Student Information records

Student Number Identifier, Florida	School Year	English Language Learners: Entry Date
012345678X	0708	01042000
* 601254693X	0708	00000000
* 019876545X	0708	00000000

Student Demographic Information records

Student Number Identifier, Florida	School Year	English Language Learners
012345678X	0708	LF
601254693X	0708	LY
019876545X	0708	LF

DISTRICT RESPONSIBILITY

The district must correct the English Language Learners: Entry Dates and/or the English Language Learners, PK-12 codes so that a valid relationship exists between the elements.

**ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION -
STATE VALIDATION RULES**

84. If Survey Period is 2, 3 or 5 and if Grade Level on the Student Demographic Information format is not PK and if English Language Learners, PK-12 on the Student Demographic Information format is not LP; then Test Date Speaking must not equal zero, Test Name Speaking must not be ZZZ, Test Score Type Speaking must not be ZZ and Test Subject Content Speaking must not be ZZ.

The records should be matched based upon the following elements: District Number, Current Enrollment; Student Number Identifier, Florida; Survey Period code and School Year. - state validation 3-

EXAMPLE

The first record listed below would not cause a message to be generated. The second record would cause an error message to be generated because Test Name Speaking is ZZZ and Test Score Type Speaking is ZZ. The third record would cause an error message to be generated because Test Date Speaking equals zero and Test Subject Content Speaking is ZZ.

English Language Learners Information records

Student Number Identifier, Florida	Test Date Speaking	Test Name Speaking	Test Score Type Speaking	Test Subject Content Speaking
123456789X	09122005	LAS	SS	14
* 019876545X	10062005	ZZZ	ZZ	14
* 429876546X	00000000	BOL	SS	ZZ

Student Demographic Information records

Student Number Identifier, Florida	English Language Learners, PK-12	Grade Level
123456789X	LY	02
* 019876545X	LY	03
* 429876546X	LF	01

DISTRICT RESPONSIBILITY

The District must review the records and correct the English Language Learners: Student Information data and/or the Student Demographic data so that a valid relationship exists between the elements.

**ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION -
STATE VALIDATION RULES**

85. If Survey Period is 2, 3 or 5 and if Grade Level on the Student Demographic Information format is not PK and if English Language Learners, PK-12 on the Student Demographic Information format is not LP; then Test Date Writing must not equal zero, Test Name Writing must not be ZZZ, Test Score Type Writing must not be ZZ and Test Subject Content Writing must not be ZZ.

The records should be matched based upon the following elements: District Number, Current Enrollment; Student Number Identifier, Florida; Survey Period code and School Year. - state validation 3-

EXAMPLE

The first record listed below would not cause a message to be generated. The second record would cause an error message to be generated because Test Name Writing is ZZZ and Test Score Type Writing is ZZ. The third record would cause an error message to be generated because Test Date Writing equals zero and Test Subject Content Writing is ZZ.

English Language Learners Information records

Student Number Identifier, Florida	Test Date Writing	Test Name Writing	Test Score Type Writing	Test Subject Content Writing
123456789X	09122005	STA	SS	14
* 019876545X	10062005	ZZZ	ZZ	14
* 429876546X	00000000	BOL	SS	ZZ

Student Demographic Information records

Student Number Identifier, Florida	English Language Learners, PK-12	Grade Level
123456789X	LY	02
* 019876545X	LY	03
* 429876546X	LF	01

DISTRICT RESPONSIBILITY

The District must review the records and correct the English Language Learners: Student Information data and/or the Student Demographic data so that a valid relationship exists between the elements.

**ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION -
STATE VALIDATION RULES**

86. If Survey Period is 2, 3 or 5 and if Grade Level on the Student Demographic Information format is not PK and if English Language Learners, PK-12 on the Student Demographic Information format is not LP; then Test Date Listening must not equal zero, Test Name Listening must not be ZZZ, Test Score Type Listening must not be ZZ and Test Subject Content Listening must not be ZZ.

The records should be matched based upon the following elements: District Number, Current Enrollment; Student Number Identifier, Florida; Survey Period code and School Year. - state validation 3-

EXAMPLE

The first record listed below would not cause a message to be generated. The second record would cause an error message to be generated because Test Name Listening is ZZZ and Test Score Type Listening is ZZ. The third record would cause an error message to be generated because Test Date Listening equals zero and Test Subject Content Listening is ZZ.

English Language Learners Information records

Student Number Identifier, Florida	Test Date Listening	Test Name Listening	Test Score Type Listening	Test Subject Content Listening
123456789X	09122005	LAS	SS	14
* 019876545X	10062005	ZZZ	ZZ	14
* 429876546X	00000000	BOL	SS	ZZ

Student Demographic Information records

Student Number Identifier, Florida	English Language Learners, PK-12	Grade Level
123456789X	LY	02
* 019876545X	LY	03
* 429876546X	LF	01

DISTRICT RESPONSIBILITY

The District must review the records and correct the English Language Learners: Student Information data and/or the Student Demographic data so that a valid relationship exists between the elements.

**ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION -
STATE VALIDATION RULES**

87. If Survey Period is 2, 3 or 5 and if Grade Level on the Student Demographic Information format is not PK and if English Language Learners, PK-12 on the Student Demographic Information format is not LP; then Test Date Reading must not equal zero, Test Name Reading must not be ZZZ, Test Score Type Reading must not be ZZ and Test Subject Content Reading must not be ZZ.

The records should be matched based upon the following elements: District Number, Current Enrollment; Student Number Identifier, Florida; Survey Period code and School Year. - state validation 3-

EXAMPLE

The first record listed below would not cause a message to be generated. The second record would cause an error message to be generated because Test Name Reading is ZZZ and Test Score Type Reading is ZZ. The third record would cause an error message to be generated because Test Date Reading equals zero and Test Subject Content Reading is ZZ.

English Language Learners Information records

Student Number Identifier, Florida	Test Date Reading	Test Name Reading	Test Score Type Reading	Test Subject Content Reading
123456789X	09122005	STA	SS	14
* 019876545X	10062005	ZZZ	ZZ	14
* 429876546X	00000000	BOL	SS	ZZ

Student Demographic Information records

Student Number Identifier, Florida	English Language Learners, PK-12	Grade Level
123456789X	LY	02
* 019876545X	LY	03
* 429876546X	LF	01

DISTRICT RESPONSIBILITY

The District must review the records and correct the English Language Learners: Student Information data and/or the Student Demographic data so that a valid relationship exists between the elements.

Appendix J

English Language Learner Information Edits: Exception Reports

**ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION –
EXCEPTION REPORTS**

*PLEASE NOTE: Appendix J includes all current state validation edits numbered 74 to 82.
Numbers 83 to 91 are intentionally left blank.*

**92. If Survey Period is 2 or 3, English Language Learners: Exit Date must be greater than or equal to two years from the Survey Date*, unless zero filled or unless English Language Learners: Reclassification Date is greater than zero. If Survey Period is 5, English Language Learners: Exit Date must be greater than or equal to two years prior to August 15th of the year in which the survey 5 data are due to the Department, unless zero filled or unless English Language Learners Reclassification Date is greater than zero.
-exception report-**

(Example: For Survey 5 of 2007-08 the Exit Date should be greater than or equal to August 15, 2006.)

*** Note: The Survey Date is the date of the Friday during Survey Week for the Survey Period reported.**

EXAMPLE

The first, second and fourth records listed below would pass the edit. The third record would cause a message to be generated because the English Language Learners: Exit Date is more than two years from the Survey Date.

Student Number Identifier, Florida	Survey Period Code	Survey Date	English Language Learners: Exit Date	English Language Learners: Reclassification Date
123456789X	2	10132006	01042005	00000000
223456789X	2	10132006	00000000	00000000
* 019584559X	2	10132006	01182004	00000000
234584559X	2	10132006	01182003	10012004

DISTRICT RESPONSIBILITY

The district should verify the English Language Learners: Exit Date and correct the date if it is in error.

**ENGLISH LANGUAGE LEARNERS STUDENT INFORMATION –
EXCEPTION REPORTS**

93. If Survey Period is 2 or 3, English Language Learners: Reclassification Exit Date must be greater than or equal to two years from the Survey Date*, unless zero filled. If Survey Period is 5, the English Language Learners Reclassification Exit Date must be greater than or equal to two years prior to August 15th of the year in which the survey 5 data is due to the Department, unless zero filled. -exception report-

(Example: For Survey 5 of 2007-08 the Reclassification Exit Date should be greater than or equal to August 15, 2006.

***Note: The Survey Date is the date of the Friday during Survey Week for the Survey Period reported.**

EXAMPLE

If Survey Date is 02102006, the first two records listed below would pass the edit. The third record would cause a message to be generated because the English Language Learners: Reclassification Exit Date is greater than two years from the Survey Date.

Student Number Identifier, Florida	Survey Period Code	ELL: Exit Date	ELL: Reclassification Date	ELL: Reclassification Exit Date
1234567892	3	11182004	05292005	12022005
301741234X	3	11182004	05292005	00000000
* 019584559X	3	11182002	05292003	12182003

DISTRICT RESPONSIBILITY

The district should verify the English Language Learners: Reclassification Exit Date and correct it if it is in error.

Appendix K

ESOL Personnel Certification and Inservice Training Requirements

**Revised Timelines for Completion of the ESOL Training Requirements
Updated September 2006**

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading ³	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators ² & Guidance Counselors
REQUIREMENTS			
ESOL Endorsement: 15 semester hours or 300 in-service credit points ¹	3 semester credit hours or 60 inservice credit points	3 semester credit hours or 18 inservice credit points	3 semester credit hours or 60 inservice credit points.
or			
K – 12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage			
or			
K – 12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL			
TIMELINES			
Experienced Teacher:	Experienced Teacher:	Experienced Teacher:	Hires Prior to September 5, 2003
6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	1 year to complete	3 years to complete from September 5, 2003
Beginning Teacher:	Beginning Teacher:	Beginning Teacher:	Hires After September 5, 2003
Same as above for experienced teachers	2 years to complete	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor.

Notes:

¹ For ESOL Endorsement only - 3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of an ELL student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of an ELL student, until a total of 15 semester hours or 300 in-service credit points have been earned.

² All other administrators (district-level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of inservice points or hours are required.

³ As described in K12 Memo 2006-121, Reading Endorsement for Teachers of Developmental Language Arts Courses in Grade 6-12 and as noted in the Florida Course Code Directory, teachers assigned to teach Developmental Language Arts or Reading to English language learners (ELLs) are required to obtain the ESOL Endorsement. It is also important to note that teachers assigned to teach Developmental Language Arts as an alternative to Intensive Reading are required to obtain the Reading Endorsement by beginning of the 2007-08 school year.

ESOL Inservice or Coursework must include all of the following areas:

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

Recertification Flexibilities:

- ESOL in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage

Banking of ESOL Points

- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

Appendix L

2009-2010 CELLA Score Reporting Record Layout

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field (Field Length of District Data Layout takes precedence with truncation)
State Code	1	2	2	State Code
Filler	3	8	6	Filler
LEA / District Code	9	10	2	District Code
LEA/District Name	11	50	40	District Name
Filler	51	53	3	Filler
School Code	54	57	4	School Code
Institution Name	58	97	40	School Name
Sort Group within Grade	98	137	40	Sort Group within Grade
Student Last Name	138	154	17	Student's Last Name
Student First Name	155	166	12	Student's First Name
Student Middle/Maiden	167	167	1	Student's Middle Initial
Student Date of Birth	168	175	8	Birth date
Student ID Number	176	185	10	Student ID
Student Grade	186	187	2	Grade Level
Student Gender	188	188	1	Gender
Primary Racial/Ethnic Background	189	248	60	Primary Ethnicity Description
Home Language	249	323	75	Home Language Description
Length of Time in the US	324	373	50	Length of Time in the US
Free or reduced lunch program	374	374	1	Y or N
Filler	375	375	1	Filler
Migrant education program	376	376	1	Blank or Y
Filler	377	377	1	Filler
Filler	378	378	1	Filler
Program Participation	379	393	15	0=Not Stated; 1 = ESOL; 2= Dual Language; 3 = Both
Title III - Fund Source	394	394	1	0, Y or N [0=Not Stated; Y = Code of E; N = Code of Z]
Length of time enrolled in ESOL Program	395	444	50	0 = Not Stated; 1 = 0 to 6 months; 2 = 7 to 11 months; 3 = 1yr to less than 2 yrs; 4 = 2 yrs to less than 3 yrs; 5 = 3 yrs to less than 4 yrs; 6 = 4 yrs to less than 5 years; 7 = 5 years or more.
Testing Accommodation	445	446	2	Blank = regular; BR = Braille; DH = Deaf & HOH (Exempt Listening & Speaking); EL = Deaf & HOH (Exempt Listening Only); ES = Deaf & HOH (Exempt Speaking Only)
Filler	447	454	8	
State Specific Data	455	494	40	A = Educable Mentally Retarded; I = Visually Impaired; B = Trainable Mentally Retarded; J = Emotionally Handicapped; Q = Severely Emotionally Disturbed; C = Orthopedically Impaired; K = Specific Learning Disabled; S = Traumatic Brain Injury; F = Speech Impaired; L = Gifted; V = Other Health Impaired; G = Language Impaired; M = Hospital/Homebound; H = Deaf/Hard of Hearing; O = Dual Sensory Impaired.

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field (Field Length of District Data Layout takes precedence with truncation)
				ELL Student Codes: LY, LN, LP & LF Home Language Survey Date: mmddyyyy
Filler	495	529	35	Filler
Pre-ID Status	530	530	1	Pre-ID Status
Reporting Status	531	532	2	Reporting Status
Filler	533	554	22	Filler
Form Level	555	556	2	Form Level
Form R/W (Reading/Writing)	557	558	2	Form R/W (Reading/Writing)
Form L/S (Listening/Speaking)	559	560	2	Form L/S (Listening/Speaking)
Test Level R/W (Reading/Writing)	561	562	2	Test Level R/W (Reading/Writing)
Test Level L/S (Listening/Speaking)	563	564	2	Test Level L/S (Listening/Speaking)
Out of Test Level R/W (Reading/Writing)	565	566	2	Out of Test Level R/W (Reading/Writing)
Out of Test Level L/S (Listening/Speaking)	567	568	2	Out of Test Level L/S (Listening/Speaking)
Out of Test Level R/W (Reading/Writing) Flag	569	569	1	Out of Test Level R/W (Reading/Writing) Flag
Out of Test Level L/S (Listening/Speaking) Flag	570	570	1	Out of Test Level L/S (Listening/Speaking) Flag
Filler	571	648	78	Filler
Listening Points Achieved	649	652	4	Listening Points Achieved
Listening Not Attempted	653	653	1	Listening Not Attempted
Speaking Points Achieved	654	657	4	Speaking Points Achieved
Speaking Not Attempted	658	658	1	Speaking Not Attempted
Listening/Speaking Scale Score	659	662	4	Listening/Speaking Scale Score
Listening/Speaking Highest Performance Range	663	666	4	Listening/Speaking Highest Performance Range
Listening/Speaking Lowest Performance Range	667	670	4	Listening/Speaking Lowest Performance Range
Reading Points Achieved	671	674	4	Reading Points Achieved
Reading Scale Score	675	678	4	Reading Scale Score
Reading Highest Performance Range	679	682	4	Reading Highest Performance Range
Reading Lowest Performance Range	683	686	4	Reading Lowest Performance Range
Reading Not Attempted	687	687	1	Reading Not Attempted
Writing Points Achieved	688	691	4	Writing Points Achieved
Writing Scale Score	692	695	4	Writing Scale Score
Writing Highest Performance Range	696	699	4	Writing Highest Performance Range
Writing Lowest Performance Range	700	703	4	Writing Lowest Performance Range
Writing Not Attempted	704	704	1	Writing Not Attempted
Total Points Achieved	705	708	4	Total Points Achieved
Total Scale Score	709	712	4	Total Scale Score
Listening Subscore Field 1	713	716	4	Listening Subscore Field 1 Points Achieved

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Points Achieved				
Listening Subscore Field 1 Not Attempted	717	717	1	Listening Subscore Field 1 Not Attempted
Listening Subscore Field 2 Points Achieved	718	721	4	Listening Subscore Field 2 Points Achieved
Listening Subscore Field 2 Not Attempted	722	722	1	Listening Subscore Field 2 Not Attempted
Listening Subscore Field 3 Points Achieved	723	726	4	Listening Subscore Field 3 Points Achieved
Listening Subscore Field 3 Not Attempted	727	727	1	Listening Subscore Field 3 Not Attempted
Listening Subscore Field 4 Points Achieved	728	731	4	Listening Subscore Field 4 Points Achieved
Listening Subscore Field 4 Not Attempted	732	732	1	Listening Subscore Field 4 Not Attempted
Listening Subscore Field 5 Points Achieved	733	736	4	Listening Subscore Field 5 Points Achieved
Listening Subscore Field 5 Not Attempted	737	737	1	Listening Subscore Field 5 Not Attempted
Listening Subscore Field 6 Points Achieved	738	741	4	Listening Subscore Field 6 Points Achieved
Listening Subscore Field 6 Not Attempted	742	742	1	Listening Subscore Field 6 Not Attempted
Listening Subscore Field 7 Points Achieved	743	746	4	Listening Subscore Field 7 Points Achieved
Listening Subscore Field 7 Not Attempted	747	747	1	Listening Subscore Field 7 Not Attempted
Listening Subscore Field 8 Points Achieved	748	751	4	Listening Subscore Field 8 Points Achieved
Listening Subscore Field 8 Not Attempted	752	752	1	Listening Subscore Field 8 Not Attempted
Listening Subscore Field 9 Points Achieved	753	756	4	Listening Subscore Field 9 Points Achieved
Listening Subscore Field 9 Not Attempted	757	757	1	Listening Subscore Field 9 Not Attempted
Listening Subscore Field 10 Points Achieved	758	761	4	Listening Subscore Field 10 Points Achieved
Listening Subscore Field 10 Not Attempted	762	762	1	Listening Subscore Field 10 Not Attempted
Listening Subscore Field 11 Points Achieved	763	766	4	Listening Subscore Field 11 Points Achieved
Listening Subscore Field 11 Not Attempted	767	767	1	Listening Subscore Field 11 Not Attempted
Listening Subscore Field 12 Points Achieved	768	771	4	Listening Subscore Field 12 Points Achieved
Listening Subscore Field 12 Not Attempted	772	772	1	Listening Subscore Field 12 Not Attempted
Listening Subscore Field 13 Points Achieved	773	776	4	Listening Subscore Field 13 Points Achieved
Listening Subscore Field 13 Not Attempted	777	777	1	Listening Subscore Field 13 Not Attempted
Listening Subscore Field 14 Points Achieved	778	781	4	Listening Subscore Field 14 Points Achieved

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Listening Subscore Field 14 Not Attempted	782	782	1	Listening Subscore Field 14 Not Attempted
Listening Subscore Field 15 Points Achieved	783	786	4	Listening Subscore Field 15 Points Achieved
Listening Subscore Field 15 Not Attempted	787	787	1	Listening Subscore Field 15 Not Attempted
Listening Subscore Field 16 Points Achieved	788	791	4	Listening Subscore Field 16 Points Achieved
Listening Subscore Field 16 Not Attempted	792	792	1	Listening Subscore Field 16 Not Attempted
Listening Subscore Field 17 Points Achieved	793	796	4	Listening Subscore Field 17 Points Achieved
Listening Subscore Field 17 Not Attempted	797	797	1	Listening Subscore Field 17 Not Attempted
Listening Subscore Field 18 Points Achieved	798	801	4	Listening Subscore Field 18 Points Achieved
Listening Subscore Field 18 Not Attempted	802	802	1	Listening Subscore Field 18 Not Attempted
Listening Subscore Field 19 Points Achieved	803	806	4	Listening Subscore Field 19 Points Achieved
Listening Subscore Field 19 Not Attempted	807	807	1	Listening Subscore Field 19 Not Attempted
Listening Subscore Field 20 Points Achieved	808	811	4	Listening Subscore Field 20 Points Achieved
Listening Subscore Field 20 Not Attempted	812	812	1	Listening Subscore Field 20 Not Attempted
Listening Subscore Field 21 Points Achieved	813	816	4	Listening Subscore Field 21 Points Achieved
Listening Subscore Field 21 Not Attempted	817	817	1	Listening Subscore Field 21 Not Attempted
Listening Subscore Field 22 Points Achieved	818	821	4	Listening Subscore Field 22 Points Achieved
Listening Subscore Field 22 Not Attempted	822	822	1	Listening Subscore Field 22 Not Attempted
Listening Subscore Field 23 Points Achieved	823	826	4	Listening Subscore Field 23 Points Achieved
Listening Subscore Field 23 Not Attempted	827	827	1	Listening Subscore Field 23 Not Attempted
Listening Subscore Field 24 Points Achieved	828	831	4	Listening Subscore Field 24 Points Achieved
Listening Subscore Field 24 Not Attempted	832	832	1	Listening Subscore Field 24 Not Attempted
Listening Subscore Field 25 Points Achieved	833	836	4	Listening Subscore Field 25 Points Achieved
Listening Subscore Field 25 Not Attempted	837	837	1	Listening Subscore Field 25 Not Attempted
Filler	838	839	2	Filler
Speaking Subscore Field 1 Points Achieved	840	843	4	Speaking Subscore Field 1 Points Achieved
Speaking Subscore Field 1 Not Attempted	844	844	1	Speaking Subscore Field 1 Not Attempted
Speaking Subscore Field 2 Points Achieved	845	848	4	Speaking Subscore Field 2 Points Achieved

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Speaking Subscore Field 2 Not Attempted	849	849	1	Speaking Subscore Field 2 Not Attempted
Speaking Subscore Field 3 Points Achieved	850	853	4	Speaking Subscore Field 3 Points Achieved
Speaking Subscore Field 3 Not Attempted	854	854	1	Speaking Subscore Field 3 Not Attempted
Speaking Subscore Field 4 Points Achieved	855	858	4	Speaking Subscore Field 4 Points Achieved
Speaking Subscore Field 4 Not Attempted	859	859	1	Speaking Subscore Field 4 Not Attempted
Speaking Subscore Field 5 Points Achieved	860	863	4	Speaking Subscore Field 5 Points Achieved
Speaking Subscore Field 5 Not Attempted	864	864	1	Speaking Subscore Field 5 Not Attempted
Speaking Subscore Field 6 Points Achieved	865	868	4	Speaking Subscore Field 6 Points Achieved
Speaking Subscore Field 6 Not Attempted	869	869	1	Speaking Subscore Field 6 Not Attempted
Speaking Subscore Field 7 Points Achieved	870	873	4	Speaking Subscore Field 7 Points Achieved
Speaking Subscore Field 7 Not Attempted	874	874	1	Speaking Subscore Field 7 Not Attempted
Speaking Subscore Field 8 Points Achieved	875	878	4	Speaking Subscore Field 8 Points Achieved
Speaking Subscore Field 8 Not Attempted	879	879	1	Speaking Subscore Field 8 Not Attempted
Speaking Subscore Field 9 Points Achieved	880	883	4	Speaking Subscore Field 9 Points Achieved
Speaking Subscore Field 9 Not Attempted	884	884	1	Speaking Subscore Field 9 Not Attempted
Speaking Subscore Field 10 Points Achieved	885	888	4	Speaking Subscore Field 10 Points Achieved
Speaking Subscore Field 10 Not Attempted	889	889	1	Speaking Subscore Field 10 Not Attempted
Speaking Subscore Field 11 Points Achieved	890	893	4	Speaking Subscore Field 11 Points Achieved
Speaking Subscore Field 11 Not Attempted	894	894	1	Speaking Subscore Field 11 Not Attempted
Speaking Subscore Field 12 Points Achieved	895	898	4	Speaking Subscore Field 12 Points Achieved
Speaking Subscore Field 12 Not Attempted	899	899	1	Speaking Subscore Field 12 Not Attempted
Speaking Subscore Field 13 Points Achieved	900	903	4	Speaking Subscore Field 13 Points Achieved
Speaking Subscore Field 13 Not Attempted	904	904	1	Speaking Subscore Field 13 Not Attempted
Speaking Subscore Field 14 Points Achieved	905	908	4	Speaking Subscore Field 14 Points Achieved
Speaking Subscore Field 14 Not Attempted	909	909	1	Speaking Subscore Field 14 Not Attempted
Speaking Subscore Field 15 Points Achieved	910	913	4	Speaking Subscore Field 15 Points Achieved
Speaking Subscore Field 15	914	914	1	Speaking Subscore Field 15 Not Attempted

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Not Attempted				
Speaking Subscore Field 16 Points Achieved	915	918	4	Speaking Subscore Field 16 Points Achieved
Speaking Subscore Field 16 Not Attempted	919	919	1	Speaking Subscore Field 16 Not Attempted
Speaking Subscore Field 17 Points Achieved	920	923	4	Speaking Subscore Field 17 Points Achieved
Speaking Subscore Field 17 Not Attempted	924	924	1	Speaking Subscore Field 17 Not Attempted
Speaking Subscore Field 18 Points Achieved	925	928	4	Speaking Subscore Field 18 Points Achieved
Speaking Subscore Field 18 Not Attempted	929	929	1	Speaking Subscore Field 18 Not Attempted
Speaking Subscore Field 19 Points Achieved	930	933	4	Speaking Subscore Field 19 Points Achieved
Speaking Subscore Field 19 Not Attempted	934	934	1	Speaking Subscore Field 19 Not Attempted
Speaking Subscore Field 20 Points Achieved	935	938	4	Speaking Subscore Field 20 Points Achieved
Speaking Subscore Field 20 Not Attempted	939	939	1	Speaking Subscore Field 20 Not Attempted
Speaking Subscore Field 21 Points Achieved	940	943	4	Speaking Subscore Field 21 Points Achieved
Speaking Subscore Field 21 Not Attempted	944	944	1	Speaking Subscore Field 21 Not Attempted
Speaking Subscore Field 22 Points Achieved	945	948	4	Speaking Subscore Field 22 Points Achieved
Speaking Subscore Field 22 Not Attempted	949	949	1	Speaking Subscore Field 22 Not Attempted
Speaking Subscore Field 23 Points Achieved	950	953	4	Speaking Subscore Field 23 Points Achieved
Speaking Subscore Field 23 Not Attempted	954	954	1	Speaking Subscore Field 23 Not Attempted
Speaking Subscore Field 24 Points Achieved	955	958	4	Speaking Subscore Field 24 Points Achieved
Speaking Subscore Field 24 Not Attempted	959	959	1	Speaking Subscore Field 24 Not Attempted
Speaking Subscore Field 25 Points Achieved	960	963	4	Speaking Subscore Field 25 Points Achieved
Speaking Subscore Field 25 Not Attempted	964	964	1	Speaking Subscore Field 25 Not Attempted
Filler	965	974	10	Filler
Reading Subscore Field 1 Points Achieved	975	978	4	Reading Subscore Field 1 Points Achieved
Reading Subscore Field 1 Not Attempted	979	979	1	Reading Subscore Field 1 Not Attempted
Reading Subscore Field 2 Points Achieved	980	983	4	Reading Subscore Field 2 Points Achieved
Reading Subscore Field 2 Not Attempted	984	984	1	Reading Subscore Field 2 Not Attempted
Reading Subscore Field 3 Points Achieved	985	988	4	Reading Subscore Field 3 Points Achieved

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Reading Subscore Field 3 Not Attempted	989	989	1	Reading Subscore Field 3 Not Attempted
Reading Subscore Field 4 Points Achieved	990	993	4	Reading Subscore Field 4 Points Achieved
Reading Subscore Field 4 Not Attempted	994	994	1	Reading Subscore Field 4 Not Attempted
Reading Subscore Field 5 Points Achieved	995	998	4	Reading Subscore Field 5 Points Achieved
Reading Subscore Field 5 Not Attempted	999	999	1	Reading Subscore Field 5 Not Attempted
Reading Subscore Field 6 Points Achieved	1000	1003	4	Reading Subscore Field 6 Points Achieved
Reading Subscore Field 6 Not Attempted	1004	1004	1	Reading Subscore Field 6 Not Attempted
Reading Subscore Field 7 Points Achieved	1005	1008	4	Reading Subscore Field 7 Points Achieved
Reading Subscore Field 7 Not Attempted	1009	1009	1	Reading Subscore Field 7 Not Attempted
Reading Subscore Field 8 Points Achieved	1010	1013	4	Reading Subscore Field 8 Points Achieved
Reading Subscore Field 8 Not Attempted	1014	1014	1	Reading Subscore Field 8 Not Attempted
Reading Subscore Field 9 Points Achieved	1015	1018	4	Reading Subscore Field 9 Points Achieved
Reading Subscore Field 9 Not Attempted	1019	1019	1	Reading Subscore Field 9 Not Attempted
Reading Subscore Field 10 Points Achieved	1020	1023	4	Reading Subscore Field 10 Points Achieved
Reading Subscore Field 10 Not Attempted	1024	1024	1	Reading Subscore Field 10 Not Attempted
Reading Subscore Field 11 Points Achieved	1025	1028	4	Reading Subscore Field 11 Points Achieved
Reading Subscore Field 11 Not Attempted	1029	1029	1	Reading Subscore Field 11 Not Attempted
Reading Subscore Field 12 Points Achieved	1030	1033	4	Reading Subscore Field 12 Points Achieved
Reading Subscore Field 12 Not Attempted	1034	1034	1	Reading Subscore Field 12 Not Attempted
Reading Subscore Field 13 Points Achieved	1035	1038	4	Reading Subscore Field 13 Points Achieved
Reading Subscore Field 13 Not Attempted	1039	1039	1	Reading Subscore Field 13 Not Attempted
Reading Subscore Field 14 Points Achieved	1040	1043	4	Reading Subscore Field 14 Points Achieved
Reading Subscore Field 14 Not Attempted	1044	1044	1	Reading Subscore Field 14 Not Attempted
Reading Subscore Field 15 Points Achieved	1045	1048	4	Reading Subscore Field 15 Points Achieved
Reading Subscore Field 15 Not Attempted	1049	1049	1	Reading Subscore Field 15 Not Attempted
Reading Subscore Field 16 Points Achieved	1050	1053	4	Reading Subscore Field 16 Points Achieved
Reading Subscore Field 16 Not Attempted	1054	1054	1	Reading Subscore Field 16 Not Attempted

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Not Attempted				
Reading Subscore Field 17 Points Achieved	1055	1058	4	Reading Subscore Field 17 Points Achieved
Reading Subscore Field 17 Not Attempted	1059	1059	1	Reading Subscore Field 17 Not Attempted
Reading Subscore Field 18 Points Achieved	1060	1063	4	Reading Subscore Field 18 Points Achieved
Reading Subscore Field 18 Not Attempted	1064	1064	1	Reading Subscore Field 18 Not Attempted
Reading Subscore Field 19 Points Achieved	1065	1068	4	Reading Subscore Field 19 Points Achieved
Reading Subscore Field 19 Not Attempted	1069	1069	1	Reading Subscore Field 19 Not Attempted
Reading Subscore Field 20 Points Achieved	1070	1073	4	Reading Subscore Field 20 Points Achieved
Reading Subscore Field 20 Not Attempted	1074	1074	1	Reading Subscore Field 20 Not Attempted
Reading Subscore Field 21 Points Achieved	1075	1078	4	Reading Subscore Field 21 Points Achieved
Reading Subscore Field 21 Not Attempted	1079	1079	1	Reading Subscore Field 21 Not Attempted
Reading Subscore Field 22 Points Achieved	1080	1083	4	Reading Subscore Field 22 Points Achieved
Reading Subscore Field 22 Not Attempted	1084	1084	1	Reading Subscore Field 22 Not Attempted
Reading Subscore Field 23 Points Achieved	1085	1088	4	Reading Subscore Field 23 Points Achieved
Reading Subscore Field 23 Not Attempted	1089	1089	1	Reading Subscore Field 23 Not Attempted
Reading Subscore Field 24 Points Achieved	1090	1093	4	Reading Subscore Field 24 Points Achieved
Reading Subscore Field 24 Not Attempted	1094	1094	1	Reading Subscore Field 24 Not Attempted
Reading Subscore Field 25 Points Achieved	1095	1098	4	Reading Subscore Field 25 Points Achieved
Reading Subscore Field 25 Not Attempted	1099	1099	1	Reading Subscore Field 25 Not Attempted
Filler	1100	1109	10	Filler
Writing Subscore Field 1 Points Achieved	1110	1113	4	Writing Subscore Field 1 Points Achieved
Writing Subscore Field 1 Not Attempted	1114	1114	1	Writing Subscore Field 1 Not Attempted
Writing Subscore Field 2 Points Achieved	1115	1118	4	Writing Subscore Field 2 Points Achieved
Writing Subscore Field 2 Not Attempted	1119	1119	1	Writing Subscore Field 2 Not Attempted
Writing Subscore Field 3 Points Achieved	1120	1123	4	Writing Subscore Field 3 Points Achieved
Writing Subscore Field 3 Not Attempted	1124	1124	1	Writing Subscore Field 3 Not Attempted
Writing Subscore Field 4 Points Achieved	1125	1128	4	Writing Subscore Field 4 Points Achieved

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Writing Subscore Field 4 Not Attempted	1129	1129	1	Writing Subscore Field 4 Not Attempted
Writing Subscore Field 5 Points Achieved	1130	1133	4	Writing Subscore Field 5 Points Achieved
Writing Subscore Field 5 Not Attempted	1134	1134	1	Writing Subscore Field 5 Not Attempted
Writing Subscore Field 6 Points Achieved	1135	1138	4	Writing Subscore Field 6 Points Achieved
Writing Subscore Field 6 Not Attempted	1139	1139	1	Writing Subscore Field 6 Not Attempted
Writing Subscore Field 7 Points Achieved	1140	1143	4	Writing Subscore Field 7 Points Achieved
Writing Subscore Field 7 Not Attempted	1144	1144	1	Writing Subscore Field 7 Not Attempted
Writing Subscore Field 8 Points Achieved	1145	1148	4	Writing Subscore Field 8 Points Achieved
Writing Subscore Field 8 Not Attempted	1149	1149	1	Writing Subscore Field 8 Not Attempted
Writing Subscore Field 9 Points Achieved	1150	1153	4	Writing Subscore Field 9 Points Achieved
Writing Subscore Field 9 Not Attempted	1154	1154	1	Writing Subscore Field 9 Not Attempted
Writing Subscore Field 10 Points Achieved	1155	1158	4	Writing Subscore Field 10 Points Achieved
Writing Subscore Field 10 Not Attempted	1159	1159	1	Writing Subscore Field 10 Not Attempted
Writing Subscore Field 11 Points Achieved	1160	1163	4	Writing Subscore Field 11 Points Achieved
Writing Subscore Field 11 Not Attempted	1164	1164	1	Writing Subscore Field 11 Not Attempted
Writing Subscore Field 12 Points Achieved	1165	1168	4	Writing Subscore Field 12 Points Achieved
Writing Subscore Field 12 Not Attempted	1169	1169	1	Writing Subscore Field 12 Not Attempted
Writing Subscore Field 13 Points Achieved	1170	1173	4	Writing Subscore Field 13 Points Achieved
Writing Subscore Field 13 Not Attempted	1174	1174	1	Writing Subscore Field 13 Not Attempted
Writing Subscore Field 14 Points Achieved	1175	1178	4	Writing Subscore Field 14 Points Achieved
Writing Subscore Field 14 Not Attempted	1179	1179	1	Writing Subscore Field 14 Not Attempted
Writing Subscore Field 15 Points Achieved	1180	1183	4	Writing Subscore Field 15 Points Achieved
Writing Subscore Field 15 Not Attempted	1184	1184	1	Writing Subscore Field 15 Not Attempted
Writing Subscore Field 16 Points Achieved	1185	1188	4	Writing Subscore Field 16 Points Achieved
Writing Subscore Field 16 Not Attempted	1189	1189	1	Writing Subscore Field 16 Not Attempted
Writing Subscore Field 17 Points Achieved	1190	1193	4	Writing Subscore Field 17 Points Achieved
Writing Subscore Field 17 Not Attempted	1194	1194	1	Writing Subscore Field 17 Not Attempted

**2009-2010 COMPREHENSIVE ENGLISH LANGUAGE LEARNING (CELLA) SCORE
REPORTING RECORD LAYOUT**

District Data Layout Field Name	Start Position	End Position	Field Length	Reporting Extract File Field <i>(Field Length of District Data Layout takes precedence with truncation)</i>
Attempted				
Writing Subscore Field 18 Points Achieved	1195	1198	4	Writing Subscore Field 18 Points Achieved
Writing Subscore Field 18 Not Attempted	1199	1199	1	Writing Subscore Field 18 Not Attempted
Writing Subscore Field 19 Points Achieved	1200	1203	4	Writing Subscore Field 19 Points Achieved
Writing Subscore Field 19 Not Attempted	1204	1204	1	Writing Subscore Field 19 Not Attempted
Writing Subscore Field 20 Points Achieved	1205	1208	4	Writing Subscore Field 20 Points Achieved
Writing Subscore Field 20 Not Attempted	1209	1209	1	Writing Subscore Field 20 Not Attempted
Writing Subscore Field 21 Points Achieved	1210	1213	4	Writing Subscore Field 21 Points Achieved
Writing Subscore Field 21 Not Attempted	1214	1214	1	Writing Subscore Field 21 Not Attempted
Writing Subscore Field 22 Points Achieved	1215	1218	4	Writing Subscore Field 22 Points Achieved
Writing Subscore Field 22 Not Attempted	1219	1219	1	Writing Subscore Field 22 Not Attempted
Writing Subscore Field 23 Points Achieved	1220	1223	4	Writing Subscore Field 23 Points Achieved
Writing Subscore Field 23 Not Attempted	1224	1224	1	Writing Subscore Field 23 Not Attempted
Writing Subscore Field 24 Points Achieved	1225	1228	4	Writing Subscore Field 24 Points Achieved
Writing Subscore Field 24 Not Attempted	1229	1229	1	Writing Subscore Field 24 Not Attempted
Writing Subscore Field 25 Points Achieved	1230	1233	4	Writing Subscore Field 25 Points Achieved
Writing Subscore Field 25 Not Attempted	1234	1234	1	Writing Subscore Field 25 Not Attempted
Filler	1235	1275	41	Filler

Appendix M

Language Codes

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date:
Fiscal Year 1995-96
July 1, 1995

APPENDIX N
LANGUAGE CODES

AB - Abkhazian	CH - Chinese, Zhongwen
AA - Afar	ZE - Chittagonian
AK - Afrikaans	CO - Corsican
EF - Akan	ZF - Creole
EK - Akateko	HR - Croatian, Hrvatski
AL - Albanian, Shqip	CZ - Czech
WJ - American Sign Language	DA - Danish
AM - Amharic	DL - Deccan
AR - Arabic	DU - Dutch, Netherlands
AN - Armenian, Hayeren	DO - Dzongkha
AS - Assamese	EN - English
WK - Awadhi	EO - Esperanto
AZ - Azerbaijani	ES - Estonian
BA - Bantu	FO - Faroese
BC - Bashkir	FA - Farsi, Persian
BQ - Basque, Euskera	FJ - Fijian
BS - Bassa	FL - Filipino
BJ - Belarusian	FI - Finnish, Suomi
BE - Bengali, Bangla	FR - French
BR - Berber	FY - Frisian
BP - Bhojpuri	FU - Fulfulde, Nigerian
DZ - Bhutani	GL - Galician
BH - Bihari	KA - Georgian, Kartuli
BI - Bislama	GE - German
BF - Breton	GR - Greek
BL - Bulgarian	KL - Greenlandic, Kalaallisut
BU - Burmese, Myanmasa	GU - Gujarati
BD - Byelorussian	HC - Haitian-Creole (Includes French Creole)
CA - Cambodian, Khmer	HY - Haryanvi
CN - Cantonese	HA - Hausa
CT - Catalan	HE - Hebrew, Iwrith
ZA - Cebuano	HL - Hiligaynon
ZB - Chhattisgarhi	HI - Hindi
ZC - Chinese, Hakka	HM - Hmong
ZD - Chinese, Min Nau (Fukienese or Fujianese)	HU - Hungarian, Magyar

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1995-96 July 1, 1995

APPENDIX N (Continued)
LANGUAGE CODES (Continued)

IC - Icelandic, Islenzk	NR - Maori
IO - Igbo	MR - Marathi
IL - Ilacano	XK - Marwari
IN - Indonesian, Bahasa Indonesia	MC - Moldavian
IA - Interlingua	MO - Mongolian
IE - Interlingue	NS - Napoletano - Calabrese
GA - Irish, Gaeilge	NA - Nauru
IT - Italian	NE - Nepali
JC - Jamaican Creole (includes Patois and Patwa)	NO - Norwegian
JA - Japanese, Nihongo	OC - Occitan
JW - Javanese, Bahasa Jawa	OR - Oriya
KV - Kannada	OM - (Afan) Oromo
KS - Kashmiri	PX - Pamiamento
KK - Kazakh	PJ - Panjabi, Punjabi
RW - Kinyarwanda	PA - Pashto (Includes Pushtu)
KY - Kirghiz, Kyrgyz	PO - Polish
RN - Kirundi	PR - Portuguese
KO - Korean, Choson-o	RA - Rhaeto-Romance
KZ - Kpelle (Guerze)	RM - Rumanian, Romanian
KU - Kurdish, Zimany Kurdy	RS - Russian
LO - Lamnso	RB - Rwanda
LA - Laotian, Pha Xa Lao	SG - Sangho
LB - Latin	SA - Sanskrit
LV - Latvian, Lettish	XQ - Saraiki
LN - Lingala	GD - Scots Gaelic
LI - Lithuanian	EP - Sepedi
LM - Lombard	SK - Serbian, Srpski
MB - Macedonian	SR - Serbo-Croatian
NJ - Madura	ST - Sesotho
XI - Magahi	TN - Setswana
XJ - Maithili	SN - Shona
MA - Malagasy	SD - Sindhi
ML - Malayalam	SC - Singhalese
MS - Malay, Bahasa Malaysia	XL - Sinhala
MT - Maltese	SI - Siswati
MD - Mandarin	SL - Slovak
	SJ - Slovenian

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date:
Fiscal Year 1995-96
July 1, 1995

APPENDIX N (Continued)
LANGUAGE CODES (Continued)

SO - Somali
SP - Spanish
SU - Sundanese
SH - Swahili
SW - Swedish, Svenska
TA - Tagalog
TG - Tajik
TB - Tamil
TT - Tatar
TE - Telugu
TH - Thai
TI - Tibetan, Bodskad
TC - Tigrinya
TO - Tonga
TS - Tsonga
TU - Turkish
TK - Turkmen
TD - Twi
UK - Ukranian
UR - Urdu
UY - Uyghur
UZ - Uzbek
VI - Vietnamese
VS - Visayan
VO - Volapuk
WE - Welsh
WO - Wolof
XH - Xhosa
YI - Yiddish, Jiddisch
YO - Yoruba
ZH - Zhuan, Northern
ZU - Zulu
OT - Other
ZZ - Not Applicable

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date:
Fiscal Year 1995-96
July 1, 1995

APPENDIX N
INDIGENOUS LANGUAGES OF THE AMERICAS CODES

AC - Abnaki	CY - Columbia
AD - Achumawi	DF - Comanche
AE - Ahtena	DG - Cowlitz
AF - Alabama	DH - Cuna
AG - Aleut	DI - Cupeno
AH - Algonquian	DJ - Cree
AI - Apache	DK - Crow
AJ - Arapaho	DB - Dakota
AO - Araucanian	DC - Delaware
AP - Arikara	DD - Delta River Yuman
AQ - Athapascan	DE - Diegueno
AT - Atsina	EA - Eskimo
AU - Atsugewi	EB - Eyak
AV - Aucanian	FB - Foothill North Yokuts
AW - Aymara	FC - Fox
AX - Aztec	FD - French Cree
BG - Blackfoot	GB - Guarani
CB - Caddo	GC - Guaymi
CC - Cahuilla	HB - Haida
CD - Cakchiquel	HD - Han
CE - Cayuga	HF - Havasupai
CF - Chasta Costa	HG - Hichita
CG - Chemeheuvi	HH - Hidatsa
CI - Cherokee	HJ - Hopi
CJ - Chetemacha	HK - Hupa
CK - Cheyenne	IB - Inupiak
CL - Chinook Jargon	ID - Iroquois
CM - Chiricahua	IF - Island Carib
CP - Chiwere	JB - Jicarilla
CQ - Choctaw	KX - Kanjoval
CS - Chumash	KB - Klamath
CU - Clallam	KC - Kawaiiisu
CV - Coast Miwok	KD - Kalispel
CW - Cocomaricopa	KE - Kansa
CX - Coeur D'Alene	

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date:
Fiscal Year 1995-96
July 1, 1995

APPENDIX N (Continued)

INDIGENOUS LANGUAGES OF THE AMERICAS CODES (Continued)

KF - Karok	NG - Nootsack
KG - Keres	NH - Northern Paiute
KH - Kickapoo	NI - Northwest Maidu
KI - Kiowa	OA - Ojibwa
KJ - Kiowa-Apache	OB - Okanogan
KM - Koasati	OD - Omaha
KW - Koyukon	OE - Oneida
KP - Kuchin	OF - Onondaga
KQ - Kutenai	OG - Osage
KR - Kwakiutl	OH - Other Athapaskan-Eyak
IG - Indian	OI - Ottawa
IH - Ingalit	PB - Pacific Gulf Yupik
LC - Lower Chehalis	PC - Paiute
LD - Luiseno	PD - Panamint
XN - Maidu	PF - Passamaquoddy
ME - Makah	PG - Patwin
MF - Mam	PH - Pawnee
MG - Mandan	PK - Penobscot
MH - Mayan	PL - Picuris
MJ - Menomini	PM - Pima
MM - Miami	PN - Plains Miwok
MN - Micmac	PP - Pomo
MP - Mikasuki	PQ - Ponca
XO - Miwok	PS - Potawatomi
MQ - Mixtec	PT - Puget Sound Salish
MU - Mohave	OJ - Quapaw
MV - Mohawk	OK - Quechua
MW - Mono	OL - Quekchi
MX - Mountain Maidu	ON - Quiche
MY - Muskogee	OO - Quinault
NB - Navaho	SB - Sahaptian
NC - Nez Perce	SF - Saint Lawrence Island Yupik
ND - Nomlaki	SQ - Salish
NF - Nootka	SS - Sandia

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date:
Fiscal Year 1995-96
July 1, 1995

APPENDIX N (Continued)

INDIGENOUS LANGUAGES OF THE AMERICAS CODES (Continued)

SV - San Carlos	UG - Ute
SX - Santiam	WA - Walapai
SY - Seneca	WB - Wappo
SZ - Serrano	WC - Washo
VA - Shastan	WD - Wichita
VB - Shawnee	WF - Winnebago
VC - Shoshoni	WG - Wintun
VD - Sierra Miwok	WH - Wiyot
VE - Siuslaw	WI - Wyandot
VF - Southern Maidu	YA - Yaqui
VG - Southern Paiute	YB - Yavapai
VH - Spokane	YC - Yuchi
TF - Tachi	YD - Yuki
TJ - Tanacross	YE - Yuma
TL - Tanaina	YF - Yupik
TM - Tanana	YG - Yurok
TP - Tarahumara	YH - Zapotec
TQ - Tarascan	YJ - Zuni
TR - Tewa	
TV - Tillamook	
TX - Tiwa	
TY - Tlingit	
TZ - Towa	
XA - Tonkawa	
XB - Tsimshian	
XC - Tubatulabal	
XD - Tupi	
XE - Tuscarora	
XF - Tutchone	
XG - Twana	
UA - Up River Yuman	
UB - Upland Yuman	
UC - Upper Chehalis	
UD - Upper Chinook	
UE - Upper Kuskokwim	
UF - Upper Tanana	

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

**Implementation Date:
Fiscal Year 1995-96
July 1, 1995**

**APPENDIX N
PACIFIC LANGUAGES CODES**

**EC - Carolinian
ED - Chamorro
EE - Chuukese/Trukese
GF - Guamanian
KT - Kosraen
MZ - Marshallese
PU - Palauan
PV - Pohnpeians
SM - Samoan
YK - Yapese**



Copyright
State of Florida
Department of State
2009

Authorization for reproduction is hereby granted to the State System of Public Education consistent with Section 1006.39(2), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing